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ABSTRACT

Nine papers make up this proceedings on bookmobile services to rural areas. The primary theme of the conference was "programming," with emphasis on quality of services and how to market the bookmobile in communities. Although the primary focus is on rural library services, many of the ideas in these papers can be applied to metropolitan areas. The article titles and authors are: "Quality Bookmobile Programming," by John Christenson; "Quality of Rural Bookmobile Service: Research Findings," by Bernard Vavrek; "Reference Service and Peer Coach Training," by Nancy Bolin; "Information and Referral Application to Bookmobile Service," by John Christenson; "Marketing Principles and the Bookmobile," by Joseph Grunenwald; "From Horse Drawn Carts to...?" an examination of the history and future of bookmobiles by Ed Klee, Rob Rapp, and Robert Saunter; "Bookmobile Specification and Design for the Future," by Stanley C. Fry, Russ Topping, and A. Wayne Baehr; "Automation to Improve Services," by Jonathan Louden, Katherine Phenix and Ann Mort; and a conference "Wrap-Up" by Bernard Vavrek. (TES)

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THE RURAL BOOKMOBILE: QUALITY AS A BASIC INGREDIENT

CONFERENCE PROCEEDINGS

Edited by

Bernard Vavrek and Mary Lou Pratt

Published by

The Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, in Cooperation with the State Library of Ohio, 1987.

PREFACE

These Proceedings would not have existed without the initiative taken by the State Library of Ohio (SLO) and are published with special permission of the SLO. Special thanks are directed to Richard Cheski, State Librarian, and John Philip, Head, Field Services, for the crucial roles they played in organizing the State Library of Ohio's Second Annual Rural Bookmobile Conference: Quality As A Basic Ingredient held in Columbus, Ohio, on June 18-20, 1986. This conference was supported by funds made available through L.S.C.A. Appreciation is also extended to other staff members of the State Library of Ohio for their assistance.

At the Clarion end of this publication, one must note the help of Mary Lou Pratt, Graduate Assistant in the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, who had the major responsibility for transcribing and editing the conference tapes.

Bernard Vavrek
Director, CSRL

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INTRODUCTION

Richard M. Cheski, Sate Librarian of Ohio

I would like to welcome you very much to the second bookmobile conference of the Ohio State Library. The conference this year sort of caught us by surprise, pleasantly, and at the same time created a little problem for us.

We originally figured on about 75 people coming, but when the registrations came in we had about 95. Because of this we did have to make some changes. We could not have exhibits of bookmobiles this year, for example, because of the size of the conference.

We're starting to plan for next year, and from some of the comments of people last night, we will know where we are going. At the end of this conference, we hope you'll have some other ideas for us. We're starting to look at next year's conference and plan how it can be better.

This year's program will look at "programming" and the quality of service and how to market the bookmobile out there. One of the concerns that we hear occasionally is that bookmobile service is dying. Well, no way is this true. In fact, the product is a very live product, and we must look at how we can make sure people are aware of this product, how it can continue to grow, and where we all want to go with it.

The emphasis as we've looked at this has been on the rural bookmobile service. That doesn't necessarily mean that there is

no bookmobile service in the inner city; we recognize it's there. In fact, Ohio is a very unusual state in one way. We are two different library states. We have eight metropolitan areas in this state, and when you talk with the people in those areas, you're talking a whole different language from the other counties where we have large rural Appalachia areas. So the service elements are different.

So while we are looking at rural libraries services, bookmobiles serving out in the rural area, it doesn't mean that some of the concepts which we are talking about cannot be used in the metropolitan area. We still feel strongly about rural service, but at the same time, we may be looking at some broader aspects. I hope that the presentations you hear today will help you in your pursuit of better bookmobile service.

QUALITY BOOKMOBILE PROGRAMMING

John Christenson, Director Traverse des Sioux Library System
Mankato, Minnesota

I'd like to add to Dick's introduction that I have been a bookmobile librarian in the long distant past. My first job in a library was as a bookmobile librarian in Madison, Wisconsin for a couple of years. Then about 15 years ago I worked on a bookmobile in Stanford, Connecticut; I was the public relations librarian, and we had some inner city stops that the librarians didn't like to go to at night. It's a far cry from rural bookmobile librarianship, but I learned a lot.

Before I talk about quality rural bookmobile services, I want to tell you a little about the rural area that my library serves in a little town where I live. The town is Good Thunder, Minnesota. Good Thunder has a population of 565 and is a bookmobile stop. Good Thunder is so small that on the sign at the edge of town saying "Welcome to Good Thunder" it says the same thing on both sides.

That's not the smallest town in our service area of nine counties. Sixty miles south of Good Thunder on the Iowa border is a town with the name of Elmore, and it's only famous because it's the home town of Walter Mondale. We used to have a bookmobile stop there, but because Elmore is so small, the Gerstenslager had to go into Iowa to turn around, and we always had a lot of problems with those Iowa customs agents.

Iowa only has about two rural bookmobiles in the whole state, and that's because every little town has its own library. The border guards really hadn't seen a bookmobile before, and they wouldn't believe that we were using that undersized dinosaur to haul library books around in. So we really had to eliminate that stop because of those hazards.

The Traverse Library System which I direct is a regional library system serving a library population of 230,000 in nine counties. There are 90 towns in our service area, and half of them have libraries or branches, and the remaining have bookmobile stops or small deposit collections.

Mankato, where our headquarters is located, is the geographic center of our region. It's the largest city, and Mankato State University is located there. The city has a population of 26,000.

Is Mankato rural? Well, I believe it is. But if you actually went downtown and asked anybody on the street, they'd say "No, it's urban." So what is "rural?" Most government agencies define rural as 25,000 population or less; actually the census bureau defines urban, but not rural. Any population not urban is rural. The urban population comprises all persons living in a corporated area of 2,500 or more. The United Nations demographic yearbook indicates that every country in the world has an entirely different definition of rural, ranging from populations of under 500 to places of 30,000 or less.

Last Friday a rural library conference in southern Illinois

defined a rural public library "as one serving fewer than 10,000 people, and either in a county with fewer than 150 people per square mile in 1980 or in a county with over 80% of the land in farms in 1982." It's very difficult to determine what really is rural.

Rurality does have some measurable aspects. From 1620 to 1865 America's rural population increased every year. Then beginning after the Civil War, rural America's population decreased until the 1950's. Millions of people moved to the cities, but in the 1960's this migration stopped. The 1970's saw a rural and small town renaissance. Rural America grew faster than urban America, and now in the mid-80's this has stopped.

In addition to the population growth there has been a massive economic shift. The farm work force is down to six million. American farms now produce twice as much today as they did in 1940 with one third the number of workers. Agriculture no longer dominates rural areas as the primary occupation.

An interesting rural characteristic is that twice as many rural people as urban types are self-employed. Education of people in rural areas has changed, too. In 1970 45% were high school graduates; in 1982 62% were.

Rural conditions are altered by social, economic problems, the greatest of which now is the rural crisis endangering the small farm, resulting in the disappearance of the small town.

So what's the difference in providing quality library service in rural areas rather than urban? The most important

characteristic of rural is geographic remoteness, and bookmobiles are often the only viable means of serving information needs of these areas.

Rural has a low density population with residences spread out in open spaces. When people group together for any reason they are in small groups, and everyone knows each other. However, there has long been a belief in this country that bigger is better, that more populated areas are better than less settled areas.

Sinclair Lewis wrote about this way back in 1929. He wrote that there is an American mentality which considers a town of 4,000 to be twice as good as a town of 2,000. Following that reasoning one would get to the charming paradox that Chicago would be ten times better than the entire state of Vermont. But I've been in Chicago, and I found it not so.

Another characteristic of rural is that the nature of rural industry is different. They deal in raw materials in an atmosphere close to nature . . . farming, mining, ranching, forestry, resorts, gas and oil drilling. They're subjected to high peaks of sixteen hour days with no weekends, as well as weeks without work.

People in rural areas are more conservative, and they're relatively slow to change. There's a strong sense of common standards with a great reluctance to go out on a limb. However, they do reach out in a time of need, and what comparable example can you find in an urban area of neighbors getting together to

bring in a harvest for a sick and incapacitated friend? This isn't just something you see in a movie; this is a common occurrence in the area that I live.

Most rural folks are motivated by a standard of utility. If it works, get it done. A familiar greeting that I hear in the coffee shop cafe in Good Thunder is: "Well, what did you get done today?" That's maybe the first thing someone will say to you. Work is more often thought of as a privilege and not a chore.

Finally there's a characteristic of independence, the right of everyone to be his or her own self, the freedom to choose. There seems to be a better chance to get a fair shake in the countryside.

Another strong characteristic of rural areas is the less visible diversity of classes that are inherent in large towns. In a small town the wealthy, the very poor, all age groups, business people, farmers, all live and work in a close proximity to one another. There are different mixes, but they're essentially the same.

Those of us who live in rural America know that the quality and values of life are better in the country. But there are some problems in this garden of Eden and changes as well.

Today there are some radical changes. The size of the farm family has declined, and the number of family farms has decreased. The new rural people have no ties to the community. The hardware store clerk is not a cousin anymore. People aren't

neighborly like they used to be, now that cable tv has come to small towns.

Churches are losing their dominant positions in the communities. Congregations must adjust to ambitious ministers on their way up and new members without roots.

So what local solutions have emerged to the disruptions to the rural way of life? No single solution certainly, but there is a prerequisite, the physical proximity of certain symbols of community life, a place of identity and stability. This place could be the rural bookmobile stop. It could be the nucleus around which vital rural activities are clustered. And why not the bookmobile offering quality service?

A rural bookmobile librarian needs to understand the information problem of remote areas. Unfortunately to determine the information needs of rural people, it's necessary to concentrate on some of the disadvantages of life in rural areas in comparison to the advantages of life in urban America.

First geographic remoteness means a different way of obtaining information. In rural areas oral communication tends to be a primary source of information. People are ear-oriented. They may get more information out of audio-visual than out of print. Often information is obtained by asking a neighbor or a merchant of whatever is being sold.

The rural people are people-oriented, also. A personalized delivery is often much more important, even if the information is available in some other form, it won't be used, if not presented

right.

Geographic remoteness means remoteness from health services. This means people not doing anything about bad health. A large part of the problem is a lack of information that speaks to health needs. Bookmobiles could provide references on where to go and also transportation abilities.

Geographic remoteness means lack of knowledge of and access to social service agencies. There's often a distrust of these agencies, a fear of being branded as a welfare agent. In Good Thunder we have the monthly commodities distribution of the cheese and the butter, and a favorite sport is watching out the cafe window, the coffee shop, and seeing who drives what car. Everyone knows who drives a Cadillac to pick up the cheese.

A bookmobile is neutral and could help by putting together community referral files for each stop.

Geographic remoteness means remoteness from adequate education. Rural school libraries don't have the range and the depth of better funded urban schools, and most often they are not part of networks for interlibrary loan systems. And school stops by bookmobiles can provide that link into the wider networks.

Geographic remoteness means remoteness from the traditional methods of continuing education, and bookmobiles could provide catalogs of continuing education opportunities. They could also work at nearby community colleges and universities to provide the curriculum materials on reserve and on interlibrary loan. This

has been an arrangement we've worked out in some of our small towns and one bookmobile stop.

Geographic remoteness means remoteness from the political centers of power, and lack of information about politics has resulted in a political apathy in rural areas. There's been a shift in Minnesota and I know in Wisconsin that the occupation dominating in the state legislature now is not farming, but it's educators and lawyers.

Voter registration on bookmobiles has been tried in some places, and it's just a slight entry into political power. Also, politicians like to handshake and door knock, and a bookmobile is a gathering place in a community, but you have to be careful about this; you have to be nonpartisan, but you could invite politicians to come to your bookmobile.

Geographic remoteness means remoteness from economic opportunity. Although just 29% of the nation's population lives in rural areas, 43% of the poor live there. Different types of job information are needed. One is information that prepares isolated people to get out of an area, that lets them know where to go to get jobs, etc. Another type of information needed is information that helps a person to make use of his own resources, i.e. for better methods of farming, how to automate the bookkeeping and the grain elevator. Thirdly, information is needed that tells rural persons how to compete with newcomers, when Toyota builds a plant in an isolated area, for example.

Geographic remoteness means remoteness from information for

small businesses. There was a recent study in Appalachia on economic development, and they asked people where they got information. Very few of them said they went to libraries. Libraries have little or no impact on the community growth from an economic standpoint. It's not that we don't have that information on the bookmobile. It's just that people don't think of going there.

Remember I said earlier that more rural people are self-employed. In an urban area workers will go to a job and do one kind of work, and in a rural area the person may be self-employed and therefore must know more than just how to watch a clock and turn a handle on a machine. He must be a manager, he must know about personnel requirements, he must know something about advertising, etc. The bookmobile could carry more small business information, including the very good source of materials, the small business administration pamphlets. Half of them are free, and half of them are under $5 a piece.

Geographic remoteness means remoteness from a variety of leisure activities. Of all the disadvantages of geographic remoteness that I've mentioned so far, this is the one that bookmobiles do the best with. We provide fiction and recordings and now whole videocassettes.

Geographic remoteness means remoteness from some special services for the young and for the aged. Bookmobiles have always provided outstanding services for the young, but the growing elderly population has strong information needs. A recent survey

in Wisconsin with Extension Services found that the greatest single source of income in about five to seven counties in Wisconsin was social security checks. The elderly need information on legal rights, health care, large print materials, better physical access and different stop hours.

Geographic remoteness means remoteness from opportunities for women. Rural areas are doubly unliberated. Culture tends to teach a traditional role, and then there are few educational alternatives available if a woman does become liberated. Since more women than men use bookmobiles this is a real challenge in your service.

Geographic remoteness means remoteness from quality programs available in large city libraries and suburban branches. A bookmobile program should attempt to put into effect some special quality programs.

Geographic remoteness means a lifestyle that's closer to nature. Life is often more dependent on nature. Information on gardening in the spring, recreation activities in the summer, canning and weatherization in the fall, heating, hobbies, alcoholism, suicide in the winter could be made available.

Finally what's needed to overcome the rural problems is more than outreach of a traditional bookmobile service extended to isolated rural areas. A survey of rural community libraries in Tennessee found that while 80% of the circulation was fiction, the actual information needs of the communities were either for health, hobbies, current events, sewing, child care, farm

management, social problems. The primary need was not for fiction, but for materials that dealt with life problems.

Norma McCallan in a 1980 Library Trends article on library service to the rural population writes that the future of rural bookmobile services hinges on the bookmobile's effectiveness as perceived by rural patrons. She said that: "If the bookmobile is still perceived by many as a children's service or a carrier of novels, it's disappearance may be lamented, but the transition to books-by-mail may be relatively painless. However, if it provides services crucial to rural residences in terms of information resources useful to the daily lives including data on agencies, services available in the area, ready reference, and materials circulating in a variety of formats, and if schedules can be revised to be as efficient as possible in terms of reaching the largest number of citizens with the least expensive gas, then the public may not allow it to die."

However, the rationale for serving the information needs of the rural geographically remote is not that people have demanded it, because they are most often unaware of the possibilities. Although some information needs of rural people are being dealt with by agencies other than libraries, and while some agencies may feel that libraries are preempting their roles, it really can be argued that libraries are universal. They do have the resources, and they do have the potential for providing services and information for all.

We've looked at some of the differences about rural resi-

dence and information, the need for information and quality bookmobile services, as opposed to needs in the city. These differences have revolved more around isolation and distance problems.

Promoting library service to this underserved rural group is complicated by these isolation problems as well as the potential users lack of information about the potential of a bookmobile. It's an image problem, and a lot of librarians don't know that the bookmobile has an image problem.

There is a rural perception about libraries, that they are institutions for the educated; there is a distrust for city run institutions, of something coming into the community from another area. There's an apathy due to a lack of good or any library service in the past. There's a feeling that the bookmobile is just for kids and for women who have nothing else to do, but read novels.

The resources for the small town library are hard to put together. One of the things I've learned, being on the city council and being a mayor for ten years is that there are very few resources for small towns in how they can compete with larger towns for grants. First of all most grants are written for larger towns, the grants that are available. It's very difficult for small towns with populations under 25,000 to get grants.

There are not too many sources available. By providing some of these sources to city clerks, fire chiefs, policemen, you'll gain their undying gratitude. The NATT Community Reporter is a

good source of exchange of information. A city clerk in a small town may come up with a new idea or develop a pamphlet of some aspect of service and send it in to the NATT Community Reporter.

The Rural Library Service Newsletter by John Houlahan is free and I'd recommend getting on John's list if you're not already on it. I don't know how much longer he's going to keep it free, but it's an interesting quarterly on things happening in rural libraries.

There aren't a lot of small business resources. Again, most of the business resources and most of the resources you have available in libraries serve large businesses.

Agricultural books are expensive and very hard to locate and very seldom reviewed. They have been reviewed quarterly in Booklist under a title called "Farming Material." The only other reviews, and they aren't real critical reviews are in something called "Ag Access" published in Davis, California, and it's a combination of reviews and notations, and they're also a jobber with a slight discount.

Another good source is from the University of Minnesota Technical College, and I've distributed a sample of one of their best bibliographies, and this one is on a very current topic, so all their citations are to periodicals, and these again are free, and there's nothing else that's comparable in up to date bibliographies, materials to rural people.

If you see something on one of their lists, and you're interested, you can get it on inter-library loan or on OCLC, and

they're very happy to lend everything, including multi-media materials.

People in rural areas tend to do more things themselves, and that's why I included a section of how to do it materials and seed catalogs, as almost everyone in a rural area has a garden, some kind or another, and some of our smaller libraries at the beginning of January have had a big basket of seed catalogs, and everybody gets seed catalogs, but you don't get all the seed catalogs, and there's always something unusual or different than somebody else's catalogs.

In a rural area the first auction of the spring is often a time when people get together for no other reason than to get together and talk; it's the first time they can get outside to see each other, and often times there's not much that's sold, but one of the reasons for going is that you've known this person all their life, and you've been in the living room and the parlor, but you've never been in the bedroom or in the closet; this is the opportunity to see all that stuff for the very first and last time.

People do tend to collect more old things in rural areas, and that's why I included this. I'm always looking for additions to this list, and if you have an area of interest that's been successful on your bookmobile in a rural area, and you have some catalogs and resources, I'd like to include them on this listing.

I want to conclude by commenting on a Minnesota County just

north of the Traverse des Sioux service area. It doesn't have bookmobile service; the name of the county is Miff county. There are very few towns in that county, except for the county seat, and it's called Lake Wobegon. Lake Wobegon has a library, but it's what we call a hold-out library; neither the county or the city of Lake Wobegon will join a regional library. And I need some good bookmobile ideas about how I can overcome the reticence of the people in Miff County and Lake Wobegon.

Thank you.

QUALITY OF RURAL BOOKMOBILE SERVICE: RESEARCH FINDINGS

Bernard Vavrek, Director
The Center for the Study of Rural Librarianship
Clarion University of Pennsylvania

Our task for this morning is essentially to talk about several surveys that we have completed, in reality, three surveys. We started to discuss one last year at the conference, and we've added to that a second survey of bookmobile librarians, and we have a third survey of library users. I'll be very pleased in all three instances to try to reveal some of the highlights of those surveys.

The task is a considerable one in terms of trying to take many things and to make them sensible to you as a national audience. It's a pleasurable thing to do research; it's also a very humbling experience in many ways.

For example, we may cite that we've found circulation to be down, and one of you may say your circulation is going through the roof. You must be aware when we review some of these findings that they represent national averages. Also, I hope that when the opportunity arises, you may offer any questions or comments that you have.

I would like first to refer briefly to the Center for the Study of Rural Librarianship. It's an activity of our faculty of Library Science at Clarion. The Center started in 1978, and we attempt to do a variety of different things. One thing that we did was transcribe the proceedings of last year's conference, and

fortunately our printer was able to deliver it as of Tuesday of this week, so that prior to the start of this afternoon's session, this will be available for $9.95.

The Center puts out publications; you may be aware of Rural Libraries, which is published twice a year, and we have other monographs, which you're welcome to look at later. We also do consultative work for people who phone in and have questions on aspects of rural librarianship.

We do research as well. Our most intensive research in the last year has related to bookmobiles, and we're going to talk about this research shortly. We do other research, and we offer formal courses at the graduate level dealing with rural library sources, and we also support continuing education.

We have one contribution to the software market; this is a program called OutputM. It's an electronic version of the output measures for public libraries. We also have a jobline that identifies jobs available in rural areas, so that employers can advertise rural positions at no charge.

In relation to our bookmobile surveys, we interpret "rural" to be a population of zero to 2,500, using the legal definition. But we also have a pretend definition, what we call extended rural, from 2,501 population to 25,000, and then a metropolitan area beyond that. For purposes of our bookmobile survey, we considered all bookmobile providers, because it is our understanding that metropolitan based bookmobile services were going to rural communities. So the description of this data combines all of

those individual providers.

The thing that is annoying in an intellectual sense is that we're dealing with averages. One significant thing we noticed in our surveys was an absence of quantitative data. We asked in our surveys what type of data are collected. Just a little over a half collected circulation statistics, and then it goes precipitously downward in terms of counting people who come on board, counting reference questions, so that while it may be fairly easy for a group such as ourselves to gather data averages, it is quite obvious that the most significant thing is for the data generation to come locally so that it can most specifically identify the model with which you're most closely linked.

It's clear, however, that rural means different things in different parts of the country. This doesn't preclude that there are commonalities. In relation to bookmobile services, I'd like to point out what appears to be common.

First of all it is the rurality of the community itself that is a predictor. What are the conditions of rurality that depict the community? Secondly, the socioeconomic conditions. Is the economy itself closely linked to crop production? Is it now an industrial base? Is there no base whatsoever? What indeed is the population? Is it growing older or younger? What implications does the influx of the "new rural" have?

The variety and nature of the stops is very influential in not only the satisfaction of service, but in the analysis of the service itself. Finally, it's clear that the bookmobile has a

vitality much beyond its symbolism, much beyond its physical form in relation to what it means to people.

What we're going to attempt to do very quickly is take the survey that we did last year, and mesh with it a second survey that we did this year, and then try to present general findings from them. Then after we do that, we'll go to the user survey. Before we launch into that I'd like to thank Mike Jaugstetter for being our resident statistician, in addition to our university's computer.

Normally it would not be my procedure to read a text, so I hope you will tolerate this only in the sense of wanting to make it as complete as possible. I have five pages of comparisons, and I hope that as you listen to them, you will attempt to compare them with your own circumstances. I realize that while it may be rewarding to cite national averages, the significant thing is what it means to you at the local level.

The bookmobile has been part of librarianship for the past 28 years, largely because of the belief in extending services to those who cannot get to the library. The role of the bookmobile is so well entrenched that three out of four librarians surveyed feel that fixed locations would not be alternatives to bookmobiles. The reasons given were that there are too few people living in sparsely populated areas, the cost would be too much; shut-ins could not be served adequately, and a bookmobile offers door to door service.

Most libraries have one bookmobile, which is most likely to

be a bus or a van type of vehicle. The average bookmobile is nine years old and is on the road an average of 28 hours a week. Keeping it mechanically fit (it is inoperable for an average of 15 days a year) is a most significant challenge. The bookmobile does not operate for another five days annually because of inclement weather.

In addition to the problems associated with mechanical upkeep, 43% of the librarians surveyed indicated that the lack of staff, financial support, and the inability of the bookmobile to carry enough books are equally distracting problems.

On a typical day one out of two bookmobiles carries fewer than 2,500 hardbound titles, 65% of which are fiction, intended primarily for an adult audience. Parenthetically, two fifths of the bookmobilists surveyed felt that patron satisfaction could be improved by having more books on the bookmobile.

The average bookmobile has no separate catalog in its collection; arrangement of resources is usually the Dewey Decimal system.

In addition to books two out of five bookmobiles, 40%, will also carry a collection from 11 to 21 periodicals, non-print resources, phonodisks, audiocassettes, videocassette tapes. One out of ten bookmobiles has a microcomputer on board for circulation purposes with the software of at least ten different companies. CLSI tends to be the most favorite of those ten.

One out of three libraries that provides bookmobile services also provides books-by-mail. This is intended primarily for a

homebound audience.

The typical bookmobile provides reference service to its clientele, but does not have available means to contact the main library. Interlibrary loan service is also provided, and usually the arrangement is that the bookmobile brings the requested material on the next run.

Only one in five bookmobile services provides programming for adults; most offer programming for children, usually in the form of summer reading programs or other summertime activities. The average attendance of children at summer programs is around 47.

In addition to statistics on program attendance, the typical bookmobile collects data on circulation of library materials, reference questions asked, and a count of those who come on board. However, while these statistics are kept, they are minimally kept.

In relation to services provided, no service of bookmobile users has been conducted in seven out of ten libraries studied.

In addition, two thirds of the respondents have no long range plans for directing or guiding future service.

Our average bookmobile makes community stops, with institutional and school places being next in frequency. The time for stops ranges from one half to two and a half hours. The average bookmobile operation has a two week service cycle, consisting of 46 stops. During this cycle approximately 50 hours of service are provided.

In relation to the nature of stops, the need and distribution of users is considered to be a preeminent reason for the location of stops. The continuation of stops is usually based on circulation statistics, and allocating new stops is determined from user demand and the available population.

Fifty percent of the bookmobiles studied have recently noted changes in the characteristic of stops, with fewer stops and more time for stops. The relative improvement of school libraries was given as an important factor, the availability of resources, suggesting that in those circumstances there is less need for the bookmobile itself in an area. Another reason for changes in stops is the fact that there are more working women.

Typically a bookmobile does not offer services in the evening or on weekends. During the week, however, it travels an average of 209 miles. The most distant stop from the main library would be 34 miles.

The bookmobile is staffed by two and a half full time persons, half of whom have only high school training. Sixteen percent of the fulltime staff members working on the bookmobile are certified as librarians at the Master's level.

Fewer than half of the professional staff members participate in continuing education programs, and when they do it's usually on an annual basis. In relation to the support staff, just a little more than half of them do continuing education stuff, and it's also annually.

From the period of 1979 to 1984, which was our survey period

for last year, a typical library had seen a 2% increase in the number of rural people served. Then from 1984 to 1985 this growth had accelerated to 11 percent total. There's approximately 16,000 people being served by the bookmobile. This can be very misleading, because only about 14% of the bookmobile librarians that we've studied actually keep statistics of the people that come on board the bookmobile. So when we talk about 16,000 people annually, this is in the light of the fact that we have few librarians keeping statistics.

The number of people served by the bookmobile has increased; however the circulation of books has continued to decline. Again, this is a national average. From the prior survey to the current survey, the circulation of books continues to go down. It's unfair to judge in that context the performance of the library bookmobile.

We find that only one in four bookmobilists uses the output measures for public libraries, as a basis for data collection.

The biggest difficulty is in terms of expenditures. From what we've been able to discern, last year we asked bookmobile respondents what the budget was, and we discovered we didn't really have too much control on that. This year, we were a little smarter, and we said that for those bookmobile specialists who had a separate line item, that is a separate bookmobile budget, what was the annual budget?

Only about 25% of those libraries that we studied had a separate budget for the bookmobile, but from those responses the

average annual budget appears to be $62,000. That is a slight increase over 1984. The average number of books circulated in a year was approximately 43,631 per bookmobile in 1984, although I must again stress that this is an average. In 1985 the average circulation was 42,219.

The average price of circulating a book in our last survey was $1.19 per book. Given the $62,000 annual budget, it appears that the circulation rate of a book is $1.48 per circulation. Now why is that significant? At the same time it appears that the circulation of a book from the main library is $2.74. And we suggested this last year, that it was cheaper from the bookmobile to circulate books. So we're talking about a cost-effective way of providing library services.

Some libraries have gotten rid of their bookmobiles, saying that they were too expensive to operate. This shows that sometimes actions are taken without even a modicum of data to support them.

Next I'm going to talk about the results of the user survey. For some time we have exclusively directed our attention to librarians, but we also wanted to get closer to the public being served by libraries. John Philip's direction oriented toward the quality of service brought about the idea of trying to do a user survey on the national level.

We again started with our 1,000 list and attempted to identify what appeared to be manageable in terms of a variety of different things, manageable in terms of cost, numbers, indiv-

idual librarians who would cooperate. We started with 20 libraries throughout the country, and we wrote to 20 librarians and explained that we were developing a user survey for the generation of some national information. We asked the librarians if they would, as they made their stops during the end of March or the beginning of April, distribute 200 copies of the survey, divided among the stops. Seventeen of the libraries responded in the affirmative, and the three that were unable to do it indicated it was because their bookmobiles stopped only at a single place.

So we had 17 cooperating librarians. We sent to each librarian 200 copies of the survey, of which you have an example. Thirty-four hundred were distributed to the librarians, and we received back 1,156. We had many concerns about this survey, for example, that the bookmobile librarians would be too busy to conduct a personal interview in order to encourage patrons to fill the survey out, etc. So the compromise we made was that if the forms were distributed, the patrons were to mail the forms directly back to us, and we didn't know what kind of response we would get.

What we discovered in the 34%, representing different libraries, was that from some libraries we received only two surveys back, while from others we received 150, so as always it varied.

In response to the first question, 90% indicated that when they look for a book on a particular subject, they usually find

it. Only 8% indicated they did not. When looking for a specific book, 66% said they usually find it, and 30% said they do not. Probably that question should also have had a category: "That does not apply to me," because we got a lot of comments from individuals who said they really don't look for a specific book but like to browse in subject areas.

In choosing books 27% preferred fiction, 9% preferred nonfiction, and 64% preferred both fiction and nonfiction.

In the fourth question users indicated that 82% of them will ask the librarian to get materials that are not on the bookmobile, while 18% will not. Ninety five percent of the respondents said the librarian is willing to get materials for them that are not on the bookmobile, while only 1% said no. The other unaccounted for percent figures are people who perhaps did not answer the question.

The sixth question dealt with reference service. Fifty three percent of the respondents replied that the librarian usually has the material on the bookmobile to answer questions, while 3% said no. Forty four percent responded that the question did not apply. It's questionable just what this means; we might suspect that 44% just do not ask questions. We might also ask to what extent it is really possible for a bookmobile to provide a great deal of information services.

In so many small communities the question is what can be afforded, what can economically be provided. Is it possible to extend our reference collection and keep it up to date, or is the

point being reached in small communities that the reference function may have to be reconsidered, may have to be eliminated.

Forty one percent also borrow books from the town library. Fifty nine percent do not. I think we've reinforced what you probably already know, that the people who use the bookmobile probably do not use other services for a variety of different reasons. Only 4.6% said they borrow books through the mail from the town library, while 71% said they did not. Twenty four percent said the question did not apply.

The ninth question asked users to specify the main reason they use the bookmobile. Nine percent said they had no transportation to get to the main library, 77% said they use the bookmobile because it is convenient to get to, 8% indicated their reason for bookmobile use was because the bookmobile librarian is interested in helping them, .2% said their bookmobile use provided an opportunity to meet their friends, and 5.3% responded "other."

The question I was posing to John Philip was: Is this the best form of library service there is, because of that notion of bringing the library to the people? Or is it the fact that people who use the bookmobile do so because it stops on their lawn, or in front of it? I think that even the pessimistic person would say it is probably the category that it illustrates the enthusiasm to reach the people, and that it is an effort to bring library service to people wherever they're located.

Question ten asked how often patrons use the bookmobile.

Sixty one percent use it every time it makes a stop. Thirty four percent use it most times it makes a stop, and five percent use it occasionally.

Question eleven is very interesting. It concerns how far users live from the bookmobile stop. The average is one and a half miles. However, 43% of the respondents find that the bookmobile stops in front of their house. That makes some sense because in front of the place may be the only place in town that's appropriate to stop, and if everyone lives in close proximity, that makes the stop a couple of doors away, as opposed to this mile and a half.

In question number twelve, which asks how far the user lives from the town library, the mean is eleven miles. However, 64% of the people live in a distance less than eleven miles.

Question thirteen deals with the age of the bookmobile user. In the five to twelve category is 8.4 percent. In the thirteen to seventeen category is 6%. In 18 to 34 category is 18.3 percent, in 35 to 49 age group is 28%, in the 50 to 64 age group is 15%, and almost the largest category, 65+,is 25.3 percent. So the two major categories, at least resulting from the forms we received, was 28% in the 35 to 49 category and 25% in the 65+ group.

The respondents indicated two large categories of occupations. Housewives, mothers, and "homemakers" comprised 29 percent. Retirees comprised 22 percent of the respondents. Fifteen percent of the users were students, 10 per cent were

teachers.

The clincher question was "How satisfied are you with the service that you receive from this bookmobile?" Ninety six percent indicated they are very satisfied. So God bless bookmobile librarians.

REFERENCE SERVICE AND PEER COACH TRAINING

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When I attended the University of Wisconsin, to study library service to the aging, I had the opportunity of learning more about the differences to be found in communication patterns in rural areas. In most rural settings the oral transfer of information is very important.

A professor in the Rural Sociology Department of the University identified the very clear dependency of individuals upon other people as transmitters of information to meet one's basic information needs. I found further support for his findings in the studies that were done prior to introducing farmers into the Social Security system in the 1930's. At that time county extension agents traveled widely to speak with farmers about their participation in the system. The agents had to "sell" the idea of involvement in a program which touched upon the values system of the individuals who were to be recruited. At the time the trusted sources for information were identified as friends, family and professionals and in that priority order. The Extension Service built upon this communications system in finally registering forms into the Social Security program.

In my present position I work with rural libraries in the western part of Maryland. These mountainous counties touch borders and share populations with Pennsylvania and West Virgin-

ia. Among the three is Washington County, the location of the first bookwagon, established in the early 1900's. These three counties have purchased five new bookmobiles between them in the last three years.

One of the counties acquired its new bookmobile by selling raffle tickets on a side of beef and by putting bookmobile shaped collection boxes around the county. Using these as well as many other activities to solicit funds the people in this county raised $30,000 and paid off their bookmobile in a year and a half. This was done at a time, when people really did not have cash to spare because of an extremely lean local economy and non-existent job market.

Bookmobile service to the population of this county is such a significant service that the people made what I think was an extraordinary effort to meet their own needs. This bookmobile was acquired without any financial assistance from the state.

Within the past decade the state library agency (Division of Library Development and Services - DLDS) in Maryland has done a number of surveys of library performance. From these we have learned a great deal about both information needs and information access in rural areas.

In 1981 DLDS surveyed "Materials Availability and User Satisfaction" statewide. DLDS discovered that libraries have very satisfied users who tell us we're wonderful -- even though when asked about what they specifically went to the library to get which they did not receive, these users left saying they were

satisfied! We're very fortunate; we're loved.

Maryland libraries have also used a tool called the "Household Information Needs Assessment" which is done by a survey research firm, and is not identified as a library survey. It is given to 400 people in a county, users and non-users alike, and assesses what their problem-related information needs are. In addition, it finds out something about their library use and where they do go for information.

Many of the findings of these surveys expand upon previous research into how the public uses the library -- and why they don't. These studies show that users tend not to use the library for information as frequently as they use it for other services. From the studies done in Maryland we know that when people do come to the library for their problem-related information they are more likely to be successful and satisfied with the information that they receive. When used libraries have a 66 percent success rate in meeting people's information needs as compared to about a 33 percent rate for other sources, including professionals.

Let's look at a specific example of how information has been identified and used. Caroline County Public Library, on Maryland's Eastern Shore, has done both of the surveys ("Materials Availability . . ." and the "Household Information Needs. . ."). With the Information Needs Assessment the Caroline County staff identified the primary information needs on which to base their five year plan for library service. Using the "Household

Information Needs Survey" it was determined that the primary information need was for health information. The prototypical patron in need of health information in this case was a white female, over the age of 65, with less than a high school education, unemployed, and living outside of town. In responding to this person, the library, working with the local health department, attempted to deliver the needed information to the highways and to the byways by putting materials on the bookmobile, and doing programming in churches, grange halls, etc. They wanted wherever contact could be made with the target population.

This year the Caroline and Dorchester county libraries are trying to evaluate the value people put on information; they are going to look at the dollar amount that people would put on the information they receive. Results to date indicate that for health information people have a dollar value of $40 on the information received from the books they've checked out for the programs they've attended. In Caroline and Dorchester counties $40 is equivalent to what a person would pay for a doctor's visit.

What we believe to be happening is that people are better able to ask questions where going to the doctor, or are perhaps better equipped to understand the information given to them by the health care provider where the individual follows up on a visit. The Caroline County evaluation process is an example of real, in depth teaching of information and what it means to the people who need it.

I'm interested in knowing how many of you supervise bookmobile service? Please raise your hands. How many of you deliver bookmobile service directly? How many of you do any reference work at all in either of those two positions? Not quite as many (observation). How many of you on the bookmobile offer reference service? How many of you have a public that knows that this is a service available through your bookmobile?

In 1981 the Division of Library Development and Services (DLDS) started looking at what were considered to be typical reference questions. For six months libraries participating in a pretest collected all the reference questions they received. From those questions 40 were selected and tested on site in libraries using an unobtrusive approach. When the Division began to draft the statewide survey library administrators did not want to save questions for six months and go through the same procedure as the test sites. As a result a committee of librarians from around the state contributed specific questions from which the statewide survey was constructed. The survey was composed of 40 questions, 20 of which were direct questions and 20 of which had to be negotiated.

A survey research firm was hired to employ proxies to ask the questions. The proxies received some introductory training prior to circuiting the state with their questions and observation forms.

The proxy interviewers were to determine whether they received a correct answer, and to identify the specific behaviors

which led to a correct answer. The questions were divided to provide 20 walk-in approaches and 20 telephone reference calls.

Sixty outlets in 22 systems were surveyed. Only one system did not participate. Altogether 2,400 questions were asked statewide. The answers were measured on a series of levels from one to ten. At level one the librarian would give the correct answer and the source, at level two the librarian would give the answer but would not mention the source . . . at level ten no answer was given.

At levels one and two we found there was a 55 percent likelihood of a patron receiving an answer. When other levels of negotiation were added (i.e.; when the patron was sent to the shelf to find it for himself, was told the general area or handed the book) the likelihood of receiving a correct answer increased to 67 percent.

The amazing thing was the discovery that it doesn't take a lot of time or money to deal with changing the level of correctness of answers. Four factors were identified that most profoundly influenced the quality of the service given. Those four sets of behaviors are associated with negotiation, interest, comfort, and follow-up.

You may ask: "What didn't influence correctness of reference?" What <u>did not</u> influence the levels of correctness of reference were the following: the number of volumes in the reference collection; the number of periodical subscriptions; the size of the staff, the setting, demand, and the level of per-

ceived busyness, supervising the length of the interview also had no impact on the likelihood of receiving correct information.

You may wonder what kinds of questions were asked. "Would you be able to tell me when Easter is going to be celebrated in 1987?" Not too many people could, believe it or not. "Is Indira Ghandi any relation to Mahatma Ghandi?" "How many calories are in a banana?" "What's the name of the last horse to win the Triple Crown and in what year did he win it?" Some of the hardest questions had to do with car repair, "How often should you replace the radiator cooler in a 1981 Pinto?"

You may think the questions required access to an immense collection. However, seven basic tools could be used to answer 90 percent of the questions asked. These tools included: the World Almanac, Information Please, World Book Encyclopedia, Stevenson's The Home Book of Quotations, Readers' Guide, an unabridged dictionary, Chilton's auto repair manual.

Last night Dr. Vavrek asked me how many reference books I thought a bookmobile carries. His question made me wonder when seven books will answer what librarians think are typical reference questions. What do you carry with you? Obviously there are hard questions which can be answered using fairly simple tools.

In surveying the Division took steps to analyze what the specific behaviors were that were most likely to influence the quality of the service offered. We looked at "negotiation;" negotiation means that the librarian probes to determine if he or

she has the correct question and then verifies what it is that the client is asking one to find. There is a sheet in your folders which lists the behaviors that influence correct answers (Ex. 1). As you can see they really are behaviors over which we have control.

The reference survey found that negotiation occurred only 49 percent of the time on the survey, we also know that in those cases where correct answers to escalator questions occurred librarians negotiated 95 percent of the time.

"Interest." We showed interest in the client 14 percent of the time. Actually, I don't think that would happen on a bookmobile since it has a more personalized approach to service. "Comfort." Sixty five (65) percent of the time we showed ourselves to be very comfortable giving answers. However, only 12 percent of the time did we ask a follow-up question like "Does this completely answer your question?" This question serves like an insurance policy in that it lets the librarian know whether or not one ever really got to the question the client had in mind in the first place.

We found that there were two major behaviors which impacted strongly on correctness in answering an information inquiry. Those behaviors were PROBING and FOLLOW UP. PROBING requires the use of open ended questions which lead to the client offering more specific information. FOR EXAMPLE: "What kind of information are you looking for? Could you be more specific?" FOLLOW UP uses a specific question to close the interview and thus

determine if the client received the information being sought. The question used states: "Does this completely answer your question?"

Obviously this is a closed question requiring a YES or NO answer. If the client answers YES the interaction can be assumed to be a success for having helped the client locate specific needed information. If the answer is NO then the librarian can resume the interview by probing in order to find the real question the client is trying to answer.

The Division took the survey results back to 75 public library staff members around the state. We said: "THis is what we found out, what are you going to do about it? And they, our librarians, being very very smart people, said: "What are you going to do about it?"

Someone said, "Get your dog and penny show together and take it out on the road." That's exactly what we did. Over a six month period we pulled together a three-day training session. Using the literature of adult education to lead us to a more effective approach to our adult learners.

Most of us were taught in a very didactic fashion when we were growing up. As a result we're not keen on being lectured to, therefore, apologize to you for this afternoon -- it's not the best way to learn. In any case, we learned from our investigation that when people are told something, only ten percent of the time will they remember what you have said only hours later. When you write something people remember it only about ten

percent of the time as well. When you add reading and writing to speaking there's a 20 percent chance of having people remember. When you have them do all of these approaches and then with the information on site, they're going to remember over 75 percent of it.

The training as we designed it needed to be something that everyone could do and do often enough to make the person "own" the behavior they learned. This requires a lot of repetition or practice as the coaching model, which I will finally explain in a few minutes, will show.

You have in your packets a sheet which identifies the "Stages of an Interview". This sheet describes the four stages identified as: SETTING THE TONE, GETTING THE FACTS, GIVING INFORMATION, and FOLLOW UP.

Using an outline like the "STAGES" allowed the interviewer a framework to stay on track. This helps the person to avoid running full speed ahead in the wrong direction.

In addition to sheets like the "STAGES" overview the DLDS staff developed other tools like the open and closed question sheet in your folder. Most important a checklist was developed using the behaviors found in the stages of the interview; it gives all the behaviors to be employed when conducting an interview.

By the time one has gone through the training session, the sheet of behaviors has been memorized. More importantly one knows where one's needs for improvement are in terms of specific

behaviors.

The last sheet on the right side of the packet is entitled BETTER COMMUNICATION EQUALS BETTER REFERENCE SERVICE: A THREE DAY WORKSHOP. It is an outline of what we've attempted to accomplish in the training sessions given around the state. In the workshop participants are asked to appraise their own communication patterns and style, to examine the effect attitudes and values have on inter-personal communication, to relate key elements in the communication process to the reference interview those factors which affect reference and information performance, to demonstrate techniques for giving and receiving feedback, and to demonstrate model behaviors for conducting the reference interview.

The workshop series had the potential of being extremely threatening to the participants. Afterall, we have a good deal of ego tied up in the work we do. We take pride in our ability to do our jobs well. To circumvent difficulty norms were set for the workshop which kept everything in perspective - and egos intact. No one was an expert, everyone was a student; we were all there to learn, including the DLDS staff. We had information to present, but the bulk of the work was actually done by the service providers honing their behaviors.

Our intense emphasis on participant involvement was based on adult learning theory. The theory is that if you have readings and lectures which describe the skill, its conceptual basis, and its potential uses, people will learn. Demonstrations, modeling

or the actual enactment or role-playing of skills are also very useful. However, we actually learn a skill best when we practice it ourselves -- that is try it out and receive feedback on our performance.

We designed our workshop to take the adult learner's need for theory, demonstration and practice with feedback into account. We discovered early on, however, that the local base for service was often missing or unclear. This base was the local library's statement of policy regarding reference service. Many systems, it seems, do not have a policy that covers how reference service is to be covered (i.e., degree of accuracy).

In the three Western counties where we piloted the training all of the administrators did develop policy statements, which were presented and discussed at staff meetings prior to the start of the training series. The Division requested that this step be taken because we wondered whether staff really understood what's expected of them in offering reference service. When are policies arbitrarily invoked due to lack of clarity or understanding by the staff? The issue of homework is a very good case in point. Frequently there is a conflict over how far one goes with homework assistance versus the carrying out of whatever policy is in the book (which may not have been read in two years).

In the process of starting the training we reviewed local policy first and asked the administrators to support the training offered. This they did by sending all staff members to be

trained, including part time and substitute help. I realize that people don't like being forced into things, especially when they are comfortable with the degree to which they have skills or think they're going to be personally criticized for the skills they have.

What the training offered to all was a question -- more expedient way of giving information. A structured approach to the reference interview, with proper negotiation and follow up, helps the staff person to avoid hunting and peeking for information while running all over the place! In emphasizing this work saving approach to reference, our training offered, we were able to allay the fears and resistance some participants felt.

Emphasizing communication throughout, the workshop opens with activities that encourage people to talk about themselves (self disclose). Participants also take an interpersonal communications inventory that helps people understand how well they communicate. In identifying strengths and areas for improvement the inventory explores a number of areas including: whether we're good listeners, whether we're very good at expressing ourselves and feel confortable with interacting with other people, whether we have a communication block caused by anger feelings or other feelings that are very pronounced. The discoveries from this inventory were built upon during the workshop.

In exploring what we called the "helping relationship" we asked people to consider what happens when we ourselves seek

information. Consideration was given to what occurs in a community where people know one another quite well there may be more interpersonal involvement; which may work either for or against us as information providers. What we asked participants to specifically consider was how their attitudes and values might inhibit clients from getting the information they needed.

This was very difficult for some participants to deal with. They apparently thought that it would make them appear to be less good at doing their job if they were to step back and give the client the opportunity to remain in control of their own interview -- instead of projecting what it was the librarian though the person might want or imposing the person's entire life history on the specific inquiry. For Example: it a person comes in and asks for information on venereal disease, you're certainly not going to say: "Is this for a homework assignment or for personal use?"

The behaviors we were training to are such that even the most sensitive of issues can be handled skillfully. These behaviors avoid embarrassment, allow the client to remain in control of what they choose to share, and yet given the librarian a method to get the maximum information needed to do a search. Utilizing the behaviors isn't something that any one of us can make someone else do. The point of the workshop was to lead library service providers to recognize these behaviors in order to do in their job what it is they say they do -- provide good service!

The workshop agenda then led participants through the various stages of the interview. Using a great deal of discussion, several models and demonstrations, and numerous opportunities to practice specific behaviors, participants built their skills through repetition and reenforcement.

The workshop makes maximum use of the time allowed for practice of the skills to be learned. We know, from the work of Dr. Bruce Joyce, that not even under the best of training circumstances do people transfer skills learned back to their job setting.

It is somewhat akin to the making of New Year's resolutions. Do any of you ever make New Year's resolutions? How many have you ever kept for very long? It's the same where we got to training. I may learn theory. I may even say, "Oh, that was a wonderful idea, I've written myself a note. When I go back, I'm going to tell so and so, . . . I'm going to do such and such . . . " My intentions are very good indeed, but my follow through may just not happen for a variety of reasons. A lot of money and time is given to learning what we, despite our best intentions, do not take back to the workplace once we've seemingly mastered it on the job.

Suppose the workshop moves beyond theory and offers the most support of demonstrations. I have the opportunity to observe what I am learning as it is practiced before my eyes. In reality about 10 percent of the time I may be able to carry the skill back to my job <u>if</u> I've seen it demonstrated enough.

Now given the opportunity in combination with elements of theory and demonstration, to do practice with feedback I may be better able to take a skill back for application on the job. But what we know, unfortunately, is that when I got back on the job, no matter how good my intention and skill level, my ability to transfer is limited to about five percent. This is a very, very low transfer level.

Consequently, how the question became how to achieve skills transfer when asking people to spend three days of their time learning new reference skills? Fortunately we didn't have to look very far because of Dr. Bruce Joyce. What Joyce proposed for effective transfer was to cover theory, demonstration, practice with feedback, and then to add something called "coaching."

What is Coaching? Coaching is an agreement between two people to be supportive of one another in the development of skills. Joyce worked with the training of teachers at Columbia University. Joyce used 100 highly motivated teachers and gave them the very best workshop environment: neither too hot, nor too cold, etc. They had the best materials to work with; everything was as superb as could be had in order for people to enjoy the learning experience.

Despite the most perfect of conditions and highly motivated learners Joyce found what was a five percent transfer -- unless coaching was undertaken as a support for the training. When you think about it, it makes a lot of sense. With support a person

has some incentive because someone else is observing what I do that I may not be aware of myself. It's hard to remember how I am putting a number of behaviors together when I'm right in the throes of the action, the interview. The coach in this case helps me to see myself objectively since he or she is free to observe in an uninvolved manner.

Throughout the reference interview we emphasize feedback and coaching as big elements for successful transfer of skills. The "coach" is initially introduced as an observer of the reference behaviors. Some ground rules are set for the OBSERVER to report only what can be seen or heard. These observations are to be given without any values laid upon them. The observer has to be very specific about what it was observed.

We call this technical feedback. In your notebook you have three additional items, one of which is a technical feedback sheet. It defines those areas that we ask people to cover in observing a reference interview. Also enclosed is a coaching agreement form. After the first day of the workshop we asked participants to take the checklist and to go back and check their own behaviors. They were to find out for themselves what they were and weren't doing correctly, as well as to identify behaviors to build upon or improve.

Then after the second day of training they were to go back and find someone to work with as a coach or observer. With this person they put together what is a COACHING AGREEMENT. Such an agreement indicates what the coaching team agrees to do and when

they will do it.

Your packet also has a copy of an article by Becky Schreiber. She has trained for DLDS in the area of coaching applications for on-the-job learning. What I'd like to do now is to give you an example of how this works by role playing two reference interviews. What I'd like you to do is play the part of the observers. What I'm going to ask you to do when it's all over with is to describe the specific actions, and to describe only behaviors that the librarian can control or change.

This may seem threatening at first because of what we traditionally associate with feedback -- "criticism." Whenever people tell us things, they'll frequently say, "Oh, that was wonderful, but . . . " or "If I were doing it, I'd do it this way . . . "

If specific, descriptive feedback is used regarding a modifiable (something I can change) behavior then the threat of "criticism" is removed.

I'd like you to look at the behaviors checklist in your packet and ask that you observe me, in the role of the librarian, using any and all of the behaviors. Watch for everything.

Normally we select one section of the worksheet at a time: approachability, comfort, interest, negotiation. We repeated the exercises ten to twenty times over the workshop thus people get to observe all of the behaviors in time.

For the purpose of our role playing let's make this the Allegheny County Bookmobile down at the base of a mountain. Nine

thousand school kids have just completed their visit. Our staff is there for the rest of the day. As a staff member I'm doing circulation and recarding books.

ROLE PLAY: SCENARIO ONE

PATRON: Do you work here?

LIBRARIAN: Yes, can I help you?

PATRON: Do you got any books on gerbils?

LIBRARIAN: Gerbils, yes, yes, the animal books are down on the left hand side, in the 600's.

PATRON: (After reaching the stuff) They don't have what I want. I want a book about the ones that can fly.

LIBRARIAN: You know, we're leaving in five minutes.

PATRON: I want to know about the ones that can fly, because my kid is sick.

LIBRARIAN: Fly?

PATRON: Yeah, the kid's sick, and she needs some books for a report.

LIBRARIAN: On gerbils? That's interesting, isn't it? Let's look at the encyclopedia. We'll look up gerbils. Flying gerbils?

PATRONS: Yeah, flying ones. That's what she said.

LIBRARIAN: Maybe we could just check out an encyclopedia volume -- an old one that circulates -- on gerbils, and you could take it home for her to look at it.

PATRON: What's circulate?

LIBRARIAN: You can take it home with you.

PATRON: Oh, I can take it home with me?

LIBRARIAN: Let's just look at the "G" volume of the World Book, and make sure gerbils are in here. Gerbils. There's "Gerbils."

PATRON: No, that's not the one, it doesn't fly.

LIBRARIAN: Oh, this is just a general article.

PATRON: No, not the animal.

LIBRARIAN: Not the animal.

PATRONS: No, she wants a picture. You know, dirigibles.

LIBRARIAN: Oh! Dirigibles! That's the "D" volume. Here, this one has an illustration. They're also called zeppelins. Would you like to take this volume with you?

PATRON: I need a picture of the one that . . . I think she said something about the big one that no longer is.

LIBRARIAN: Oh, I bet it's that one that crashed. Here. The Hindenberg. Is that what you're thinking of? The Hindenberg?

PATRON: Sounds good to me. Is that a picture of it?

LIBRARIAN: Yes, now if you'll just sign the card here, I'll check this out to you. You can take it home. She can sketch it if she wants to.

PATRON: How much is a card?

LIBRARIAN: Nothing. It's a free service.

PATRON: Could you help me fill it out, I can't write.

LIBRARIAN: What's your name please?

PATRON: Smith.

LIBRARIAN: Can I see some ID? Where do you live, Mr. Smith?

PATRON: I live on Mulberry Lane.

LIBRARIAN: Can you give me a reference.

PATRON: I know Joe down the street.

LIBRARIAN: What's your daughter's name?

PATRON: Gail.

LIBRARIAN: Oh, I know Gail. I'll sign it out to her, and I hope she gets better soon.

END

How about some feedback on the behaviors? Anyone want to make an observation about the librarian's approachability?

"You told him you had to leave in five minutes."

Yes, I shouldn't have told him that. Even though we do have a schedule to stick to, I should keep it to myself. It just used time I should have taken to help him. Did I seem comfortable?

"At first you were very uncomfortable, but you switched into being very helpful near the end."

That was when I really gave him my attention. At first I wasn't really hearing the question. I never did ask a follow up question either, so I could never be sure that I finally did answer the right question. Did I do any negotiating? I really didn't do any questions to negotiate; I lucked out in finding

anything for the patron. Let's try another scenario which may give you more to observe that will be of value.

ROLE PLAY: SCENARIO TWO

LIBRARIAN: Hello. Can I help you?

PATRON: Yes, I'm wondering can birds fly?

LIBRARIAN: Can birds fly?

PATRON: Yes.

LIBRARIAN: Could you be more specific?

PATRON: Well, I want to know if parrots can fly.

LIBRARIAN: Could you tell me a little bit more.

PATRON: Well, you see I'm going to Europe this summer, and I want to know if I can take my parrot with me.

LIBRARIAN: Oh, you know, that's really a good question. I was going to run right over to the bird books, but I honestly think we're going to have to look in some of our travel books under traveling with pets. Let's try that.

LIBRARIAN: Here's our one travel book we happen to have. It goes into pets and traveling; but it's so limited; it doesn't really say. What country did you say you were going to?

PATRON: Well, we're going to several countries in Europe. Do you suppose it depends on what airline I use?

LIBRARIAN: It probably depends on the laws of the countries. Do you know what! If you could wait long enough for me to get back to the main library, I can check the answer there, or I can also call in a request to a larger library.

PATRON: How long does that take?

LIBRARIAN: I'm going to get back at 4 o'clock. I'll look it up when I get back and then I'll call you tomorrow morning before I go out again. Is 8 o'clock too early?

PATRON: No, that would be fine.

LIBRARIAN: Come on over here, please, while I write this down. Now, the question is: You want to take your parrot to . . . Would you tell me the countries just in case I need to know?

PATRON: England, and France, and Italy.

LIBRARIAN: And how long are you going to be gone?

PATRON: Three and a half weeks.

LIBRARIAN: And may I have your name?

PATRON: My name is Dianne Griessen.

LIBRARIAN: Telephone number?

PATRON: 488-6143.

LIBRARIAN: I will call you before I leave tomorrow between 8 and 8:30. If I can't find it there . . . when do you leave by the way?

PATRON: In two days.

LIBRARIAN: Oh my. I hope you're making alternative arrangements for your parrot. Okay, we'll call you in the morning, if we can find any information, or perchance if I get back earlier tonight, I'll be glad to call you tonight.

PATRON: Thank you very much.

LIBRARIAN: You know, you might actually want to take this book, because it discusses travel and feeding . . . and a lot of other things. This isn't the best book I know. Would you have time to go into the main library?

PATRON: Oh, no. I don't have time to do that. I'm getting everything ready for my trip.

LIBRARIAN: What about going to the bank for your cash? Were you coming into town for that, because they might be able to give you more information that way, too.

PATRON: Well, I sort of have all that done.

LIBRARIAN: Okay, well, I'll try to get the information for you and call you tomorrow morning.

PATRON: Thank you.

LIBRARIAN: Well, have a good day, and have a great trip.

END

How was approachability?

"Much more friendly?"

That's evaluating. How about: "I saw you greet the patron and smile."

How was comfort?

"I heard you speak in an interested helpful tone."

Did I ask open questions?

"The questions elicited a lot more information."

Did the patron have my full attention?

Did I make attentive comments? Yes, I did. And I paraphrased and clarified what she said, especially when I took the notes.

Was it appropriate for me to ask her if I'd answered her question? it would have been wouldn't it? It was not appropriate under the circumstances. Had I handed her five or ten books on the subject of pets and that travel, I would have been better able to do so.

While I was doing a follow up to workshop participants, one librarian told me she had not been asking the follow up question. I asked why she hadn't. She said: "Every time I asked the follow up question, I found I was giving out incorrect information. I'm wrong, so I'm not going to ask the question." Obviously she did not see the question as a tool to help her redirect her questioning in order to be given correct informa-

tion. Most workshop participants, however, have really found positive reinforcement in the acknowledgement of the correctness of their search. The librarian in question also was not coaching with anyone. She apparently was not able to analyze her own interviewing skills. A coach could have provided her with feedback thus allowing for a change in specific behaviors leading to correct answers.

We do have people who are coaching as a result of the workshop. What we suggest is peer coaching. Peer coaching brings people together at equal levels, thus people aren't thrown into awkward situations where they may feel as though their job is in jeopardy; this is what often happens with a supervisor -- librarian relationship.

People on bookmobiles and in sole service provider jobs have used coaching very effectively by doing telephone calls, or by taking recording or renumber question they worked on, and reviewing it using the checklist to check themselves.

We also suggested that branches or perhaps bookmobile staff, taking one behavior to work on at a time. If I worked with Dianna as my coach, I might say, "Now I'm not a very good listener, so I'm going to need to really work on open questions, because I sort of go right off and do things without listening, as I did with Mr. Smith." Then Dianna would simply watch for those behaviors under "negotiation." She would write down any direct quotes I made. We would agree on a period of time for observation. If I had a reference customer during that time then

she would observe me.

Coaching gives me a chance to "see" to some extent mirror images of my behavior in the interview. With my coach I can speak freely and explore my feelings and options about what I can do.

As the workshop cones to a close we try to ensure the transfer of skills by pushing the idea of using the behaviors checklist back on the job. We also encourage the development of individual action plans.

Through an action plan the librarian identifies the skill that they're working on and makes a commitment to themselves to find different ways of making sure they go back and do it.

We also utilize management coaching and reward. There are more articles coming out in the literature on this now, but to date they've been very limited. Found mostly in training magazines these articles focus on how to set policies, setting time priorities, etc.

The bottom line for our training is that the behaviors of good reference are within the control of the individual librarian. If anything's going to change - and service is to improve - it depends on the individual librarian's willingness to make that change occur. When you think about it, the very simple skills we've covered make the difference between whether a person gets an answer fifty percent of the time or 100 percent of the time. I think that makes a big difference when we talk about quality library service.

The best testimony, however, comes from the people we've trained who say: "When I do these things, I feel more confident, and I know from what the clients tell me when I ask the follow up questions that I've gotten the information that they need." I value hearing this response most from those who are good reference librarians, and were good reference librarians, but who simply needed to - and wanted to - refine their skills in order to give the best possible, the most accurate reference service.

I thank you all for your attention.

BEHAVIORS THAT CONTRIBUTE TO CORRECT ANSWERS-9/85

APPROACHABILITY

Smiles

Makes Eye Contact

Gives Friendly Verbal Greeting

Is At Same Level As Patron

COMFORT

Maintains Eye Contact

Shows Relaxed Body Posture

Makes Attentive Comments

("I See," "Uh-huh")

Speaks In Interested Helpful Tone

INTEREST

Maintains Eye Contact

Is Mobile, Goes With Patron

Gives Patron Full Attention

NEGOTIATION (Inquiry)

Asks Open Questions

* Probes
* Paraphrases
* Clarifies
* Informs
* Checks Out
* Summarizes
* Uses Basic Sources
* Goes Beyond Immediate Resources
* Cites The Source

FOLLOW-UP (Evaluation)

Asks "Does This Completely Answer Your Question?"

Closes The Interview Tactfully

Maryland State Department of Education
Division of Library Development and Services

BETTER COMMUNICATION = BETTER REFERENCE SERVICE

A WORKSHOP TO LEARN REFERENCE BEHAVIORS THAT CONTRIBUTE TO IMPROVED PERFORMANCE

PARTICIPANTS' AGENDA

Day 1

(Times Approximate)	
8:45 a.m.	REGISTRATION
9:00 a.m.	INTRODUCTION / TO EACH OTHER / TO THE WORKSHOP What We Intend To Accomplish How We Intend To Accomplish It When We Intend To Accomplish It
10:30 a.m.	BREAK What We Learned About Reference Performance In Maryland Public Libraries And How We Can Improve Performance What My Communication Strengths And Weaknesses Are
12:00 Noon	LUNCH
1:00 p.m.	How To Look At Reference Service From The Patron's Point Of View How To Be Aware Of The Effect Of Values And Attitudes On Reference Service
2:00 p.m.	BREAK Stage 1 Of A Reference Interview - Setting The Tone How To Be Approachable Interim Assignment Evaluation of Day 1
5:00 p.m.	ADJOURN

DAY 2

8:45 a.m.	REGISTRATION
9:00 a.m.	REVIEW ASSIGNMENT
	How To Give And Receive Technical Feedback What My Feedback Strengths And Weaknesses Are
10:30 a.m.	BREAK
	Stage 2 Of The Reference Interview - Getting The Facts How To Listen How To Elicit The Patron's Specific Question
12:00 Noon	LUNCH
1:00 p.m.	How To Elicit The Patron's Specific Question (continued)
2:00 p.m.	BREAK
	Stage 3 Of The Reference Interview - Giving Information How To Give Information In A Clear And Meaningful Way
	Stage 4 Of The Reference Interview - Following Up How To Assure That You've Answered The Patron's Question Correctly
	How To Incorporate The Model Reference Behaviors In My Repertoire
	Interim Assignment
	Evaluation of Day 2
5:00 p.m.	ADJOURN

DAY 3

9:00 a.m.	REGISTRATION
9:15 a.m.	REVIEW ASSIGNMENT
	How To Be Approachable, Get The Facts, Give Information, And Follow Up To Assure Correct Answers
11:00 a.m.	BREAK
	How To Give Yourself And Others Positive Reinforcement
12:00 Noon	Demonstrating Key Workshop Learnings
2:00 p.m.	BREAK
	How To Assure That You Apply On The Job What You've Learned In The Workshop
	Assignment
	Evaluation of Day 3 / Total Workshop
4:30 p.m.	ADJOURN

STAGES OF AN INTERVIEW-9/85

	Variable	Minimum Required Behaviors
1. SETTING THE TONE	Approachability	(Smiles (Makes Eye Contact (Gives Friendly Verbal Greeting (Is At Same Level As Patron
2. GETTING THE FACTS	Comfort	(Maintains Eye Contact (Shows Relaxed Body Posture (Makes Attentive Comments "Yes," "I See," "Uh-Huh" (Speaks In Interested, Helpful Tone
	Interest	(Gives Patron Full Attention (Is Mobile, Goes With Patron
	Negotiation (Inquiry)	(Asks Open Questions Probes, Paraphrases, Clarifies (Uses Basic Resources (Goes Beyond Immediate Resources
3. GIVING INFORMATION	Comfort	(All Behaviors Above
	Interest	(All Behaviors Above
	Negotiation	(Informs, Checks-Out, Summarizes (Cites The Source
4. FOLLOW-UP	Follow-Up	(Asks "Does This Completely Answer Your Question?" (Closes The Interview Tactfully

MODEL REFERENCE BEHAVIORS CHECKLIST-11/85

	YES	NO	EXAMPLES (Verbatim)
APPROACHABILITY			
Smiles	___	___	_____
Makes Eye Contact	___	___	_____
Gives Friendly Greeting	___	___	_____
Same Level As Patron	___	___	_____
COMFORT			
Maintains Eye Contact	___	___	_____
Relaxed Body Posture	___	___	_____
Speaks in Interested Helpful Tone	___	___	_____
INTEREST			
Maintains Eye Contact	___	___	_____
Mobile, Goes With Patron	___	___	_____
Attentive Comments ("I See," "Uh, Huh")	___	___	_____
Gives Full Attention	___	___	_____
NEGOTIATION (Inquiry)			
Asks Open Questions	___	___	_____
Paraphrases	___	___	_____
Clarifies	___	___	_____
Summarizes	___	___	_____
Probes	___	___	_____
Informs	___	___	_____
Checks out	___	___	_____
Uses Basic Resources	___	___	_____
Goes Beyond Immediate Resources	___	___	_____
Cites the Source	___	___	_____
FOLLOW-UP (Evaluation)			
Asks "Does This Completely Answer Your Question?"	___	___	_____
Closes the Interview Tactfully	___	___	_____

FEEDBACK RATING SCALE-9/85

DESIRABLE		UNDESIRABLE
Specific	3 2 1 0 1 2 3	General
Descriptive	3 2 1 0 1 2 3	Evaluative
Directed toward modifiable behavior	3 2 1 0 1 2 3	Directed toward non-modifiable behavior
Checked with Sender	3 2 1 0 1 2 3	Not checked with sender
Solicited	3 2 1 0 1 2 3	Imposed

Maryland State Department of Education
Division of Library Development and Services

INFORMATION AND REFERRAL APPLICATION TO BOOKMOBILE SERVICE

John Christenson

First I want to define information and referral, then talk about information and referral as a library function, then give a practical example with alternative funding, then I&R as a bookmobile function, the pluses and minuses of that.

First of all, information and referral is a process of linking an individual with an information need or a service need through a resource designed to meet that need. So it's a little bit different than reference.

Information referral in a library setting may include developing and maintaining a resource file, the heart of information referral, giving information, referral to other agencies, follow-up. Information referral follow-up goes on to following up the agency, calling up the agency that you referred the person to; follow-up is very important.

Advocacy is something that we usually don't do. In information referral if someone doesn't get what they need, you may have to bargain with that agency and find out why, or go to a legal service or some other place, and that's something that librarians usually don't do traditionally.

Identification of service gaps is part of information referral. If you do see an information gap, you may have to deal with the agencies about it, confronting them with gaps in their services. You're not always popular when you do that, but it's

part of good information referral.

Traditionally the public library has been the information center for the library. Information referral expands this function from only using published resources to include community resources.

Another difference in information referral is that most questions are related to human services, not relying on books or the printed page. Questions about fuel assistance, medicare, support groups of all kinds, health information, tax help, weatherization, and sometimes even some crisis calls. Library information referral is different than a social service agency information and referral, and I believe it's better.

The library is broad-based. It's non-partisan, non-threatening, and it has no eligibility requirements. It has no income disclosures. Have you ever asked a library user when they came on the bookmobile how much money they earned? How many people they have in the household? Are they married or living together? These are questions that the social service people have to ask, particularly with the tightening of social welfare requirements, on the state, national, and county level.

But so far the library hasn't had to do that. A library's goal is to provide information connecting the user with the needed services, rather than to affect a change in the client; this is something else we don't have to do, try to change the clients' environment.

You can get lists of resources, agencies from the Chamber of

Commerce, from telephone books, etc. Any of these lists will lead you to other organizations. So it does take a while in the beginning to get the lists of the organizations that you're going to refer to and then to make sure that information is up to date.

The biggest criticisms we've had, not with what we're doing but with other agencies, is people getting bum steers. We try to provide the name and address and phone number of the agency, the name of the contact person, the services, the hours, the fees, if any, the waiting list, if they have one, if they have qualifications of the clients, the limits of the service, and transportation . . . if they can provide transportation if it's some kind of service that people have to be transported to, and the date that the information was verified.

Currency is vital. I want to emphasize this again. Updating must be done on a regular schedule. New information must be added on a regular schedule, and old information weeded out on a regular schedule. This is where volunteers really help. You can't really run an information referral service without enlisting volunteers; you can't get enough money to pay people to do the work that's necessary.

Now the information you get is for use. It's not just to collect in a fantastic resource file. You have to publicize it, and maintain it. We have noticed that if our information referral person isn't out pushing the product on a regular basis, the calls start dropping. The difference between the information referral and library reference work is that the library is there,

it's something visible that people know is there. But information referral is often a number, and if that number isn't immediately accessible and available to the person that needs it, they aren't going to use it.

So you have to work hard at this. We've done all kinds of things, telephone stickers, advertising it periodically in newspapers, etc.

Another problem besides keeping that publicity going is convincing librarians who aren't already doing this that information referral is different, that it is a function, a very worthy function of providing information in a library.

To start an information referral service I just refer you to the bibliography. The guidelines published in Public Libraries in the spring of 1986 are particularly good, and that's a good bibliography.

Now I'm going to talk about information referral in the bookmobile. I did some literature searches and could find nothing about information referral on a bookmobile specifically. We have the files on our bookmobile in our area, because it's one of our public library outlets, and each public library outlet has a copy of the files.

We've also sent out a looseleaf directory to everyone who's listed in it, so we've published about six or seven hundred copies. It is there on the bookmobile that I have talked to the bookmobile librarians about it several times, and it has been used several times in four or five years. It's not a real

successful high level service.

That bookmobile doesn't do a lot of reference service. The published notebook is good, if we are able to put all the information on a micro, and if that bookmobile is able to be automated in the future and have a micro, and then that information will be even more accessible. If the bookmobile had a radio of any kind, then there would be a possibility of using it to answer questions asked through the referral service.

The disadvantage of information referral on a bookmobile is that because the bookmobile is usually busy, there may not be confidentiality. It may be hard to respond to questions asked over the phone. Another barrier is the immediacy. I don't think some of the questions would be the type you would want to respond to over the radio while other people were listening, yet they might be of an important nature requiring immediate response. So there is a problem.

You could write the questions down and take them in to the information and referral base and have them call back the person and follow up. I think this would be the most reliable way.

Now I would like to ask if any of you are doing information referral on a bookmobile. This concludes my speech.

MARKETING PRINCIPLES AND THE BOOKMOBILE

Dr. Joseph Grunenwald, Professor of Marketing
Clarion University of Pennsylvania

I'd like to talk a little this afternoon about marketing as it relates to bookmobiles, and I'll do that in two parts. I'll talk about marketing and what it is, and secondarily I'll make some type of bookmobile application.

Marketing to some is a red desk and a plastic smile. We have a peculiar notion that marketing is nothing more than Madison avenue, super slick, and hype and hustle. To be sure marketing has plenty of that, but that's not all of marketing, indeed. Marketing is much more than the promotional element suggests.

Most of marketing is unseen, because most of marketing is planning; it's determining what you want to do, how you're going to do it, and how it is going to be done at the lowest possible cost; that's what marketing is. Marketing is a management area, so most of marketing like most of management occurs behind the counter and in one's head. So we want to look at marketing in a realistic way.

To be sure we will talk about promotions, and I'll suggest a few for you for the bookmobiles, but at the same time we have to recognize that our marketing activity is not hither skither, it's something that's focused and directed, and has objectives and accomplishable goals.

I think sometimes any of us who has done the bookmobile tour in our area may think more about the physiological tangible elements of bookmobiling, that is: "This is a lousy, miserable road I'm on, I hate this." We're thinking about the physiological and equipment-based part of our job, and we're not thinking about the most important part of our job, and that's bookmobiling.

I guess when we take a perspective that one of our primary responsibilities is selling service, selling that bookmobile, selling its products, and if we don't do that then we're not successful, then maybe we would forget the low tire pressure, the warm temperatures, and all the other irritations that we have, and maybe it would all seem worth it. So we want to take a little bit more mature look at marketing the bookmobile.

Sometimes we're all a little sheepish when we crawl into the cab of that vehicle, as if we're slithering out away from the library because we're an embarrassment; the thing smokes, it backfires, it's rusty; our manager gives us the impression that he or she is glad to see us go, and with that send-off we go off into the territory on our route embarrassed, shamefaced, just not thinking that we're much of a contribution to anything, and then these clients that we face are not much better, because they come to us, and we're that.

So we have some difficulties to overcome. We have to recognize the strengths of a bookmobile system, we have to identify what it is that it does, and secondly we have to show

why that bookmobile does it better than any other delivery system that we can imagine. Once we get behind the wheel thinking we're number one and we can prove it to you, then we're going to do a different job when we get to that first stop, and the twenty first stop and to the 2,000 screaming kids that came to the stop that day.

I want to show you what I think are the basic elements of a marketing plan or a marketing program. Here's what I believe to be a marketing program. It has five essential steps, and as I've modeled it here, you see that it is an ongoing, a dynamic type of process.

The five steps involve research inputs, strategy development, tactical execution, program control, and program evaluation. We need to talk about each of these five steps in order to guide our marketing planning for a bookmobile, a retail business, a manufacturing concern, or any other institution or organization that wants to utilize marketing methods.

First let's talk about this concept called research input. This morning we had a little go-round with some statistics and all that sort of thing. We have various reactions to statistics; sometimes we view statistics, the output of research, quizzically, sometimes we're interested, sometimes we're bored, and sometimes we reject what we see out of hand because it doesn't apply to us, and we have to deal with some of those thoughts before we go any farther with this idea about research input.

The comment was made this morning: "What does the national

average mean to me? I'm not average." Well, of course. None of us is average on next to anything that I can imagine. Why then is a national average or any kind of average important to me and how do I use that to make decisions about my marketing effort?

Think about some of the averages that you know, that you compare yourself to. Notice I'm setting you up for the application already. The average height of the average American male is five foot nine and a half and growing. And I say to myself: "I'm above average on that one," and I start to think about where I place myself in the overall scheme of things.

We might say "What's the average age for a female to be married in the United State?" The average is 20 years and 9 months. So we say: "I was a little younger than that or older than that when I was married."

Sometimes we use averages just to check how well we're doing. We use those statistics to see how far along a track of development we are. We use those statistics for ideas which are new and creative, and sometimes we use those statistics to find out how really different we are.

One of the reasons we collect statistics is to find out if we are representative or nonrepresentative of everyone else. If we find out as bookmobilists that we are different from everyone else, then what we need to do is take advantage of our peculiarities in a way that serves the needs of our people.

Statistics, output of survey research, are primarily focused for comparison and planning. The research average doesn't tell

you exactly what you have to do. It's not like a suit that will be a perfect fit. But just like a suit which is built to an average, it's tailored, it's tucked, it's cut, and the tailoring process is marketing.

We're going to take the differences that we've observed in our people, in our patrons, and we're going to make a plan that fits their needs. I'm going to know how they're different than average plans and how they're the same.

So I guess the key thing that we have to haul away from statistical method and averaging is that first of all collection of the statistics indicates things to us which are important, it gives us a basis for comparison, and to provide creative applications or modifications . . . that's what research is about.

Now let's talk about doing a little research. Research does not have to be intense, difficult, or impossible to perform. Research might mean asking three or four questions of every patron that comes across the doorway of your bookmobile, things like "How old are you?" "How often do you come here?" "What do you like best?" and "What don't we have that you'd like to see?"

Very quick hitting things that can be done during the period of a normal transaction, with you just checking things on a little three by five card . . . that's research. And what you're finding with that are the peculiar things, the peculiar desires of your target service area, the peculiar needs of your service area.

That brings us to the definition of marketing: I guess

we're going to have to take the view that marketing represents a need matching process. We match the needs of our clients, our customers, our patrons, with the needs of a library or a bookmobile. And we need to do that within cost constraints, socio-economic constraints, and all of the other things, but that's marketing at it's ultimate level.

If we say that we are not matching the needs or taking care of all the needs of our service area, then we are not marketing very well. If we have unserved clients or patrons who are established as part of the mission for our library system to be reached, we're not marketing very well. Therefore, we must take the view that marketing is need-matching.

Librarians have to consider whether they are carrying the books that they want on the bookmobile or whether they are carrying the books that the patrons want. The key thing is that I can put on the shelves of my library at home what I think is good, but if it doesn't match what my wife and children need and use, what happens to those books? They don't get used.

We have to decide what this bookmobile is supposed to do. Do we have an education mission? We might. But surely it also has to be to serve those needs as we find them, without being judgmental.

Obviously, then we need to know something about our communities. We need to know about trends that are affecting our service areas. For example, you know the statistic that "America is getting older." Age differentiation is important in our

nation. The age of your clients is going to determine what type of materials you're going to want to carry.

How about the changing role of women? We have all kinds of discussion about that and all kinds of misinformation and research about that. There are national trends and averages that show the majority of women working, etc. What ramifications do these things have on a library?

We've ignored these statistics other than that women work in our libraries; and we ignore them there, too. What implication does that have for the service area? It means that there's an extremely high demand for convenience, not much time for the browsing that used to go on in our libraries. We don't kill time when we go to the library; we go to the library or a bookmobile for a purpose, and if our need isn't met, we're not going back again, because we don't have the time to be able to do that.

We're going to take an approach in a few minutes that the bookmobile is much like in corporate America what's called a "wagon truck" or a "rack jobber"; these are the retail types of people who do the activities you do in a bookmobile. That bookmobile delivers convenience; that's the number one thing you deliver. We bring more than a machine with books, we bring convenience.

We need to look at service with more than just an eye toward what that physical object is doing, rather what are we doing? How are we matching the need of the community with every thing we are doing? A building type library and a bookmobile need to

figure that out.

Other kinds of things that we need to consider as we move into our marketing plan could fall into the category of strategy development. What does strategy development mean? This is where you start getting jargon that sounds like the military. Development of strategy is the identification of what you want to do. Don't sit there and say: "I want my bookmobile to be good." That's not an objective.

You might say: "I want to generate in our service area this year 70,000 circulations through the bookmobile within certain boundaries." We want our strategy of what we want to do to be related to those assets that we have, materials, collections, etc. The strategy has to be specific. Decide what you want as your output. Once I know what I want to do, the rest kind of follows after.

One thing in the strategy area we have to think about is something called "market segments." Let's look at the notion of segmenting and how we can achieve market success. You have to identify separate groups and speak directly to those separate groups, one group at a time. How could a bookmobile do that? You should pick out target groups that you want to serve, identify their needs, and go after those.

In just a minute I'm going to give you five critical elements for the bookmobilist, and I'm going to say that one of those is product sortment. I'm going to propose to you that one of the things you might consider doing is what is called in the

trade "stock rotation." What it means is that you don't go out on the trail every day with the same books in the back.

You go out of the library with those materials that the people you intend to serve that day need. You strip out the ones that are taking up space that could be used for other material. How do you know what to put on? Again we go back to surveying, knowing the territory.

Tactical execution represents the how to's? How are we going to do the things we want to do? How are we going to serve particular groups of people who I don't serve very well? Here we're talking about gathering information that will later tell us we need to do the following things. How do we increase the number of women who come, the number of senior citizens who come, the number of young adults who come, the number of children who come? It includes things like promotion and sales. Yes, the bookmobile operator is a type of sales representative.

I want to talk about the five essential parts of the bookmobilist's effort. There are five critical variables that you as a bookmobile operator need to consider.

First, product selection. You have to feel the same way about hauling your merchandise to the neighborhood as anyone else who hauls merchandise to a neighborhood. You have to pick the products that move best. You have to know the turnover rates of the assets on your bookmobile, which ones are hot items. You should be looking at all times for high circulation items to put on your shelves.

Secondly, you need to consider the sales route and its schedule. How do you select the stops? And what time of the day should you be there? Potential stops include stops at senior centers, schools, neighborhoods, civic centers, hospitals, nursing homes, prisons, malls, shopping centers, etc. You have to try to stop at high density locations at times when people are there.

Consideration should be given to the times that your bookmobile operates. Do you quit at 4:30 p.m., just when many people are getting out of work who might want to use your service? Bookmobiles must consider what happens between 4 p.m. and 7 p.m. Perhaps they should make sure they are operating during those hours that people are normally getting home from work, so that they can match their needs.

Promotions are important, too. Saturday morning represents a good time to do promotions. I recommend you pick those times to do promotions, particularly in the summer.

A third thing is the physical equipment. Facility management is one of the biggest jobs of the retailer. Physical facilities and characteristics are important. I don't take the view that you can't keep the bookmobile clean and safe, that you can't make it pleasant, either with your personality or with some little touches that you're able to come up with, even little things, like the entrance way to your bookmobile. Is it safe?

How high is the first step? What's the temperature like in your bookmobile in the winter and the summer? It should be

comfortable for the people whose needs you say you are trying to serve.

The vehicle should be dependable. If people are anticipating your arrival, then you should be there. Operator comfort should be considered, because your operator is the only representative you may have facing the people.

The fourth critical item is promotion. There are ways to promote the service, just as there are ways to promote other services. I think traditional ways we think of are direct mail, newsletters, specials, and promotions. You can do the same things that stores do when they're having trouble attracting patrons; they have a sale or give something away free. You could try giving something away. You could give a pencil to the first 500 people who come to your bookmobile on a Saturday morning. How about doing something like saying the first twenty five kids that come to your bookmobile at a certain time get a certain kind of t-shirt, and I'll bet you'll have twenty five kids that day.

We need to find ways that attract; we need to be aggressive. People need to be told. Services have to be promoted. People don't just walk through the door. You have to first let them know what you've got and why it's better than what everyone else has got, and how you're going to serve their needs. Promotion for the bookmobile is as important as it is for the stationary library.

The fifth critical element is the sales representative

aspect. When we're talking about the sales representative in the library setting, we always have to fight the stereotypes we have of librarians, the wire-rimmed shusher, etc. One important factor of the librarian as a sales representative is appearance. You have to look comfortable, you have to look prepared to do what you've got to do, you have to have functional clothing. We all know bookmobiles eat nylon stockings and polyester trousers.

You have to put on a good face to your patrons, because no matter what kind of day you've had, it's the first time the patron has seen you that day. Each time you stop, it's a new client, a new relationship, a new opportunity to serve. We need to take considerable care in our appearance.

A second thing critical about the sales rep. that we put on a bookmobile is competence. I don't think any task that is done in a library requires more competence than being a bookmobile operator. This person has to be part reference librarian, part nurse, part emergency manager, part truck driver, part cataloger, librarian, a person who responds to all types of situations. That takes competence. As individuals we should be proud that we have that competence. That person you're sending out there has to be about the most flexible person that works in your library system, and the best possible sales representative.

Personality is important, too. You don't have the luxury to say that personality doesn't enter into your service. In most instances the image of that bookmobile is your personality. You're the one that brings that bookmobile to life. You turn it

from cold to sterile shelves in a steel shell to some place where people want to go and like to be and find service and comfort and sometimes friendship. That thing is nothing but an object until we add to it life and vitality.

What are these elements of personality that we need to culture? One is openness. Another is empathy, being able to understand that you may be the first person that client has had a chance to tell something to that day. You and your response to people, your empathy to people, your willingness to project to their situation is what they're seeing and what they're measuring, and if you don't smile when they come on that bookmobile, how will that affect them?

Why do you expect that people coming onto your bookmobile are there to entertain you? Those people are coming for service, and it is your obligation to provide a comfortable, warm setting for them. When you invite someone to your facility, and that's essentially what you have done with promotion, it's your responsibility and your obligation that they have a good time and that their needs are met while they're there.

Let's remember the most important element of a bookmobile is the person inside it, that that human being turns that bookmobile from just a physical object into the service, into the bookmobile that people take home in their minds.

With those thoughts in mind I want to leave you with the notion that marketing is the matching of needs--and I hope I've matched some of yours.

FROM HORSE DRAWN CARTS TO...?

Ed Klee, Kentucky Department for Libraries and Archives
Frankfort, Kentucky

Rob Rapp, Outreach Librarian
Maude Shunk Public Library, Menomonee Falls, Wisconsin

Robert Saunter, Director
Warder Libraries, Springfield, Ohio

Ed Klee

I'm going to speak to you on Kentucky's bookmobile history. Kentucky's bookmobile program has had a very romantic history, and instead of going right into our design specifications I wanted to give you a little bit of history, because Kentucky has 110 bookmobiles providing library services. We're unique in that manner, that there are so many.

In your packet there's a newspaper tabloid outlining the history of bookmobile services. The Kentucky library program began back in 1887 with a traveling book project that had little crates of books as depicted in the newspaper tabloid on the front page. Books were sent to remote areas of Kentucky, and once they were read they were repacked and sent back to the headquarters. They would check and make sure there weren't any books missing, then they would send them back out to another area.

The project met with so much success that a member of the club, a Fanny Mae Ralston, became the chairperson of the traveling library. She traveled on muleback up creek bottoms, over mountain ranges, and across the head waters of the Kentucky

and Cumberland Rivers to bring books. One season she traveled 96 miles on muleback.

Another form of early traveling library service was the bookwagon that was mentioned yesterday, established by the Berea College in 1916, a bookwagon or horsedrawn carriage as shown in the tabloid. These served areas of eastern Kentucky. Even as early as 1890 Berea was mailing books by train, river boat, and mule back. At its peak the project circulated in one year 60,000 books, quite impressive for moving books at that time.

As the whole nation suffered during the depression, so did Kentucky's library service. But the WPA, the Works Progress Administration, not only provided work for the needy people, but also provided a shot in the arm for extension library services, working with the library extension division, our present day State Library.

The WPA initiated several programs designed to aid libraries. One of these was the Packhorse library. In 1934 Leslie County, one of the eastern Kentucky counties, was the first county to have a Packhorse library.

Due to the tireless efforts of Fanny Ralston, the bookmobile became the means of providing books to the people in counties, and this begins the evolution of our present day bookmobile. Through their efforts funds were raised to purchase the forerunner of today's bookmobile.

One was made from a non-used ambulance. Another was made from a hearse, and another from a jeep. Others were small

paneled trucks. The big day for bookmobiles in Kentucky was in 1954. Through the efforts of the Friends of Kentucky Libraries the governor, Lawrence Weatherby, in his budget included funds for the purchase of bookmobiles. As a result of his efforts these funds are still allocated to state library agencies to purchase bookmobiles for the county libraries throughout the state.

On September of 1954 of that year almost a mile of bookmobiles (84) circled the old state fair grounds in Louisville. Imagine the chaos of these 84 bookmobiles going to their respective owners and making their way out of the city. Basically, people who received these bookmobiles came from their respective counties. It was probably the first time for many to be in that city, and it is a fact that many did not know how to drive a standard shift. We have records to prove that some were lost on their way; they never did make it to their right county.

By 1955 95 bookmobiles were already on the road. You can imagine the amount of money needed to replace these vehicles on a ten year cycle, which we try to do. And soon the available funds did not meet the rising costs of the bookmobiles.

In 1977 due to the increased cost of commercial bookmobiles, the department with the help of some other state agencies designed its own. And since 1977 we have been designing our own bookmobiles. The result was a vehicle costing about half that of a commercial one. Through the help of the Division of Purchases where all state items are bid the suggestion of building our own

bookmobile began.

Regular staff bands were bid with the general specifications as mentioned in the yellow packet that you have on the second page. Specifications included weight, load, ceiling height, power breaks, engine size, power steering, sun visors, radio, paint color, etc. After these vans were delivered, the local company installed the generator and air-conditioning. An opening was cut in the side of the ceiling of the van and on the side for the generator.

In addition all the electrical wiring needed for lighting and radio and extra heat was also completed. This took approximately two weeks after the vehicle arrived. Another agency which you would not expect also came to our aid, and that was Prison Industry. After meeting with the supervisors of the carpenter shop we contracted with Prison Industry to build and install our shelving based on our specifications.

In the length of eight months total, including advertising for bids, the delivery of the vans, and the restoration into a bookmobile, a completed bookmobile was delivered to the local county library.

Since our first customized bookmobile in 1977 we have continually improved on the design. In fact a committee consisting of bookmobile librarians helped plan a statewide bookmobile workshop each year and evaluate the bookmobile in regards to design. This committee has provided an excellent way for the state library to better design a bookmobile and also through

their efforts develop a workshop for bookmobile librarians to go back home and share ideas.

Improvements since 1977 include aluminum bodies for the bookmobile, which not only provide a lighter weight vehicle, but also provide a rust proof body which can be recycled if needed. Two batteries, instead of one. We're investigating even the use of more batteries, but these are connected in a series, so that one recharges the other and provides longer cranking in the cold winter months and also one recharges the other.

A backup horn has been added, so that when you're backing up, a horn does beep to alert anyone behind the bookmobile to get out of the way. I'm sure many of you bookmobile librarians know that children like to ride on the bumper of your bookmobiles. A radio and a V8 engine with power steering and power breaks are standard, and a two cylinder generator on pullout racks has replaced our old four cylinder generator, and this requires less maintenance and fuel to be used.

There's now more interior lighting, powered either by batteries or the generator, and auxiliary heat running off the front engines but located in the rear requires less maintenance and does not require the additional running of the generator.

We have additional shelving design for paperbacks. We've noticed that some bookmobiles actually circulate a lot more paperbacks, so we have included additional shelving specifically for paperbacks.

Our latest improvement is the use of decals for outside

lettering. Not only is it less expensive, but the final product looks better and lasts as long as hand-stenciled lettering. If you noticed on the reverse of the photocopy, it showed a picture of our bookmobile.

There are specifications for painting. We are getting to the point now where we're looking at recycling, or if nothing else repainting. And we've found that these specifications are useful to the local library if they're planning to paint their own bookmobile.

Failures or dissatisfactions: Our major dissatisfaction is the cooling of the bookmobile. We have tried many different ways to rid ourselves of the generators, but have not really had any success. So I'm very interested in your advice and also the advice of the panel to know what you've done to have adequate cooling.

We've tried rotating paperback racks, and this is basically bought from a commercial company, and then we've actually bolted this to the floor, but the weight of the books broke the pole from the base. Since then the rack has been reinforced, and the reinforcement is basically plumbing pipe, and you brace it from the ceiling to the floor, and this provides an excellent way of providing a lot of book space in a very small amount of space.

We've tried alternative heating, including kerosene, but it has not proved adequate enough for us to start doing it on a statewide level, as far as putting it in all our bookmobiles. We pretty much allow the local library to decide what they want as

far as their heating.

We've even tried a smaller bookmobile, such as the van you see today. But the size does limit the type of service. Another dissatisfaction, and you probably will understand, is Prison Industries. Imagine being an inmate and building and installing shelves in a bookmobile. Well, an inmate definitely has good days and bad days. If they didn't feel good that day, the shelving may look that way. If they do it wrong, or don't want to do it, what are you going to do? Put them in jail?

Well, we now are contracting with an outside commercial firm for the installation of shelves, because we have had quite a few difficulties. But I feel like if we can do quality control with the prison inmates, we may try to go back to them. At least now, we have two options.

With the use of the bookmobile committee in the statewide workshops, we continually try to improve extension services; alternatives to the bookmobile are always being considered, and the more we can share and learn from each other, the job for each will be easier. As you listen to other speakers, keep in mind the following fact about Kentucky bookmobiles: They are smaller than your bookmobiles that you're accustomed to. Kentucky's are 22 feet long from bumper to bumper, and hold approximately 2,500 books, and a major difference is our bookmobiles are staffed by one person; this combination driver and librarian solely provides extension services for that respective county.

Also the state library does replace these bookmobiles on a

ten year cycle. We purchase one, then give it to the local library, then the local library takes responsibility for operating and maintaining that bookmobile. I'm looking forward to listening to your successes and failures and hopefully suggestions on how we can improve extension services, and I hope we can share these ideas beyond this conference. I thank you for your patience.

Rob Rapp

I'd like to begin by clarifying the spelling of Menomonee Falls, since it's been spelled three different ways. I'm from Menomonee Falls, which happens to border the city of Milwaukee. Actually all three spellings are correct in that the Menomonee Indians had no written language. In any case it's M-e-n-o-m-o-n-e-e. Combined with my library name, the Maude Shunk Library, named after a librarian that we had the first 50 years of our existence, it's a great challenge to try to do long distance business.

I'm from the Maude Shunk Library in Menomonee Falls, Wisconsin. It's not as funny as Sheboygan.

Actually I'm interested in one thing. Because I'm a librarian in a suburban, bordering on urban community, and I serve an area which though technically rural is changing to suburban with each passing moment, I'm kind of interested in how many people here are from similar situations.

When I was contemplating my talk, I was at one point going

to tell you all I knew about variations from the traditional bookmobile service in the entire state of Wisconsin. Then I sort of realized that there aren't that many variations from the traditional in the state of Wisconsin.

In Wisconsin there are a couple of instances of a tractor trailer sort of operation and the use of in several places smaller vehicles, but they're largely used for delivery of materials to various sites, and often used for service to the aging.

What I know about is with my service, and that's what I'd like to concentrate on. That experience is with a smaller than typical vehicle, a converted 22 foot step van with a smaller than typical staff, me.

Many of my observations concerning staff, services, purpose, nature of the collection and the like are true for bookmobile service in general, but I found that the effect of many of these is exaggerated by the small vehicle and staff.

A bit of history of operation is in order. Menomonee Falls is a village of 27,000 covering a 32 square mile area. It's approximately, depending on how you define such things, 60% suburban, 20% urban, and 20% rural by population. Because of the geography of the village some highly populated areas are removed from the main part of the village. The areas are also separated by other factors.

For example, due to a quirk in the way phone service developed, that is part of it was from Milwaukee and part of it

was long distance at one time, about a quarter to a third of the village population isn't in the Menomonee Falls phone book. They're only in the Milwaukee phone book, which is strange.

We have two different school districts. There's the Menomonee Falls School District, then another school district which comprises an area to the west of us, which for some strange historic reasons takes part of our village along with it. There really exists an attitude in those areas, with not being in the phone book and being in a different school district, and being geographically separated, there's also a little village in the middle, that they're not part of Menomonee Falls; they're sort of second class citizens.

Also at the time a township with no library service to our west contracted with our library for service; this area is also rather large, about 33 square miles, and about 50-50 between suburban and rural. The attitude there was that their eastern segment was well served by the contracting, because of the proximity to the village, while the west was not, even though other smaller libraries in the county were also contracted to serve them. Our county at the time was one of several in the state which had no library system in place; this was 1976-1977; we had been working on it off and on for about 20 years from the first time someone proposed a system in our county till we finally got one.

In this light an LSCA grant proposal was submitted, and approved to purchase and operate bookmobile service. The goals

were to improve equitable service in the Menomonee Falls area, provide improved and equitable service in the contracting area, and demonstrate the benefits of library cooperation and system development.

The amount of the grant was a bit small; we asked for a lot more; we got $10,000 with no personnel. And really, looking back at it, this was pretty serendipitous. It gave us the opportunity to experiment with a small vehicle put together by ourselves with a small staff.

The vehicle was purchased, an International Harvester, a 22 foot step van with short wheel base-end to back , seven and a half foot floor to ceiling, and an aluminum body. The shelving, counter, carpet, fluorescent lights were installed by a contractor who just happened to be the spouse of a local librarian, so we got it cheap.

The personnel problem was greater. The vehicle was ordered with an automatic transmission with the thought that the professional staff could take turns on the bookmobile; staff commitments to their existing duties and the intimidation of even this size of vehicle precluded that approach to success completely.

With the Comprehensive Employment and Training Act money was available and as it turned out an unemployed librarian was as well . . . me. The success of the operation and the contribution to main library professional work enabled the director to add the position to the library staff permanently within the second year, one of the rare success stories in CETA.

The CETA money was then used until its demise for additional bookmobile staff, and actually as an aside, this was unfortunate; it enabled a sort of lack of integration of the bookmobile operation with that of the library as a whole; it was ironically kind of too self sufficient for the first four years. We did our own processing, we did everything; we might as well have housed the vehicle in the upper peninsula; no one would have noticed the difference.

A slide-out step, various grab handles, a railing were added, and the vehicle and staff were more or less complete; we also installed a propane heater, which has worked out very well for us, except for the fact that it does a much better job of keeping the patrons warm than the staff.

Air-conditioning we found was impractical. We tried. The vehicle was not sufficiently sealed, and the door was never replaced that has the original equipment's sliding door with a very bad seal, and it's always open in the winter, always closed during the summer, which is some sort of corollary of Murphey's law. Children are wonderful at that; they always close it during the summer, when it's 90 degrees out, during the winter it's twelve below, and they open it.

Benefits of a small vehicle were apparent in stop site selection. I could literally go anywhere, as long as I had access to 120 volt AC; we did not install a generator. We were forced to use a land-line, and we got nice good stuff from our fire department. There was simply no place to put a generator

without sacrificing very valuable shelving space.

Other than the occasional prankster who has to disconnect the power on you, it's worked out quite well. And really it was a rare location that didn't have an outlet available within a couple of hundred feet, and we had 300 feet of land line, providing an outlet for us as no cost. They said if you're going to give us bookmobile service, we'd be glad to spend the $150 or whatever to put an outlet. It's been rather nice.

It is really necessary when it rains, because of Wisconsin weather, to have a properly grounded outlet. Before I accept a stop, I check this out very thoroughly. There's nothing quite like being knocked flat by grabbing the handle on your bookmobile a couple of times to motivate you to do that.

With that exception the smaller vehicle is extremely flexible. No roads are too small, parking isn't impossible for a spot to be tried. We've been able to try new locations, given only a patron's desire to have a bookmobile in their neighborhood.

I'd like to stress this; our area has most population concentrations in subdivided areas with winding narrow roads. It's hard to find a place longer than 22 feet at times even to park the vehicle. There are lots of trees and winding roads in Menomonee Falls.

These areas have many people, especially women and children, who have limited means of transportation out of their neighborhood. Our small bookmobile is often their first contact, or

first regular contact with library services. The vehicle's small unintimidating nature is also a boon in another type of stop, the apartment complexes.

The turnover in these areas is high, and the bookmobile serves as an entry point for those people to find out about library services. A substantial number of these tenants remains in the area. They end up buying houses and become regular users, though I often lose them as bookmobile patrons.

I've also been able to have stops in parking lots of small businesses. This is really interesting, because I would go and approach a number of them, and say I'd like to have a bookmobile stop in your parking lot, and they'd say: "No, no, no." And then I'd say, "But have you seen the bookmobile?" and I'd show them the bookmobile, and they'd say "Okay, you only take up one parking space, that's wonderful." And they look at it as a way of bringing more traffic to their area.

The smaller vehicle allows us to make stops in nontraditional areas and sites with a minimum of requirements. Stops are scheduled in the late afternoon and early evening hours with distance factors included, so that eating and other necessary comforts can be accommodated outside of the actual route of the bookmobile.

Staffing of the bookmobile deserves consideration. We operate the bookmobile using approximately one half a professional position plus a part time assistant of four to eight hours a week. The rest of the operation, processing, overdues,

ordering, etc. is integrated right into the function of the main library. It wasn't at one time; that was a pain.

Without trying to say I'm great or anything, the characteristics of the person for a small staff operation are important. Merchandising and public relation skills, good driving skills, a certain amount of mechanical ability, administrative ability, in addition to a professional library education I think are necessary.

Our bookmobile is a self-contained library operation, as are all bookmobiles to one extent or another, but the small size and staff do not make this very obvious to the public. The average patron seems all too ready to view this little operation as a partial service staffed with volunteers.

A concerted effort has to be made to increase the public awareness of the whole range of services we provide, and the patron needs to see that the full authority and responsibility for the operation rests with the bookmobile staff. I have to develop the self assurance necessary to promote the full service image.

The nature of the collection for the small vehicle is dictated by similar constraints. With more than typically limited size the emphasis is on high interest high circulation materials. A procedure for supplying less often requested items from the main library collection was of utmost importance. Paperback books are the usual for the collection, except where timeliness is more important, such as best sellers, or items that

are not available in that format.

The popularity of paperbacks in our collection is undisputable, although our collection is about 60% paperback, 75 to 80% of our circulation is in that format, which made me change the shelving within a very short time. I had shelving which was for full size books, and within a very short time I could get an additional 20 or so shelves on the vehicle.

The goals of the service were met three years after the service began. A county system finally came into being, spurred largely by activism of residents of formerly unserved areas the bookmobile served. These people were actually patrons of mine, and then they got on a study committee and got a system going.

My circulation is between 25 and 30,000 a year. For half a position I don't consider that too bad. I have about 6,000 users a year, and I answer about 1,500 reference questions. The number of new card applications at one time was explosive. I'd roll into one of these areas and have a hundred card applications. It was wonderful, but that has gone down.

Our costs aren't high. On the average I've laid out about $20,000 a year, including materials, gas and maintenance, salaries, and pro-rated segment of processing and that sort of thing. Our system fund dispersion formula works in our favor in that a determining criterion of how much our library receives is how much non Menomonee Falls circulation we generate, in that the bookmobile itself generates more than a third of that circulation, it generates at least as much revenue as it costs,

actually about a $10,000 surplus. This has proved very useful with the village board.

You mean we're going to have to add $25,000 to the local appropriations if we stop the bookmobile and save that $1500 in maintenance and gasoline. Well, I guess we won't do that. So really we get to serve the village of Menomonee Falls for nothing.

Some sacrifice because of size is necessary. Some stops that are consistently extremely busy have to be scheduled more frequently to make each individual stop manageable, and for this reason stops at schools during school hours are ruled out. I tried it; it didn't work. Appealing as the big circulation is, lack of sufficient personnel, room on the vehicle, and limited numbers of items quickly creates poor levels of service.

Now to kind of balance the "how we done it good" approach, I'd like to cover some mistakes we made. The vehicle seal isn't good enough for air-conditioning. I have managed to correct a number of problems by developing a close working relationship with the village vehicle maintenance staff. They stock much needed parts, and they've replaced some frequently falling apart items.

It took some effort to establish. It started out with the reaction: "The library has a what? What's it for? Well, we'll try and get it in for a look if we've got a little time." I think the planning with the involvement of that staff for the purchase of a vehicle is important. When I purchased another

vehicle I talked to my maintenance staff first.

Second mistake: A cute name on a small vehicle is not wise. Ours is dubbed the "library go-round." The juvenile emphasis aggravated the typical bias toward seeing a bookmobile as service for children; a cute little truck only made it worse. We've been fighting against this image for years with pretty slow success, and I still have mothers who have been coming with their children for years, bringing them to the bookmobile who finally step up on the bookmobile and look around and exclaim: "Gee, you have books for adults!" So unless you just want to serve juvenile users, in my experience getting "cute" does not pay.

We equipped the vehicle with an automatic transmission thinking anyone of the professional or clerical staff could drive it. The question is not, however, if they could, but if they would, and do you want them to. I found that service provided by someone who's intimidated by the vehicle, doesn't know the nature of the operation, doesn't want to be there in the first place is far worse than cancelling an occasional stop.

Related to the above, we began with no formal backup procedures or people. Now I have someone who's scheduled occasionally but regularly who can be called upon in an emergency. In addition my director is willing to take over the operation, which is very nice, and I'd recommend that. It would be nice to have a variety of people knowledgeable enough to take over when required, but at least in our case it seems pretty

unrealistic.

Early on we had no program of familiarization with the bookmobile operation for the main library staff. This has to one extent or another been a problem ever since. I certainly see a great utility in planning from the beginning for such a program, and that may have made the former couple problems less severe.

Because of the size of the vehicle we tended to present it as "not quite a bookmobile." My PR people did, and referred to it in house and to the public as a library van or book van and so forth. We didn't call it a book truck, because the confusion would have been obvious, but just about everything else except "bookmobile" was used at first. A bookmobile to me is a bookmobile.

For a number of years we didn't include equipment and upkeep in the budget requests, and when we needed such things, it caused a lot of delays. I'd certainly suggest planning that kind of thing from the beginning.

Insufficient involvement with bookmobile staff with main library workers was also a problem for a while. There's a distinct need for knowledge of the main library collection, for instance in order to support the bookmobile operation's high use emphasis and reliance on main library support for other materials. The bookmobile librarian needs to spend time working reference, and collection development and so on at the main library, even if this means some bookmobile related work has to be done by other staff.

Integrating technical and clerical functions of the bookmobile with similar functions of the main library enable the integration of the professional bookmobile librarian's duties into those of the main libraries' professional duties, and provides higher level of service for both.

Finally we thought that the bookmobile was a real appropriate vehicle for service to the aging. Though we didn't expect success with nursing homes and the homebound, we did think that senior centers where senior citizens gather would be a real great place for a stop, and so did the officials of the center.

Instead, it wouldn't have surprised me if some little old lady with a walker had walked over the top of the vehicle to get in the door; it was absolutely incredible. We talked it up, and they loved the programming we did, but they didn't use the bookmobile. Even services for subsidized housing complexes for the aging have been less than a resounding success, though better than senior centers.

Adding programing at the complexes has proved more successful and in that case causes use of the bookmobile. The only time my bookmobile works really well in service to the aging is when I happen to go to an area that has a high concentration of aging people just by chance, not by design.

Really that's about all I have to say about my experience with non-typical bookmobile operations. I trust you've gotten something out of my presentation, and thanks a lot.

Robert Saunter

I'd like to begin by saying that my library, Warder Public Library is in Springfield, Ohio. I emphasize Ohio because Library Hotline's done a pretty good job in the last couple of months by confusing us with Lincoln Trails Library in Springfield, Illinois.

I'd also like to talk with you, because I'm a firm believer in bookmobile service. My library is also. I have a bit of history, too.

Warder got into the bookmobile business or the mobile media back in 1933 with chicken dinner. They had a group of country residents who put on chicken dinners, so that they could buy a 1932 Chevette; it was a van at that point in time. They put some shelves on the side of the van and covered them with awnings, but then they complained that the books got wet when it rained.

Then the YMCA spent $100 and bought a trailer, which they made a little more weathertight, and that was pulled by the director's Model-A Ford. But we don't do that anymore.

But then in 1938 the library trustees and the staff got together and they drew up specs for a bookmobile, and an autocar company in Pennsylvania actually built our first bookmobile, which was used for about 17 years. But most of that time the bookmobile service was really provided with WPA funds.

Well, the autocar survived until 1955, when the library bought two small vehicles. In 1962 and 1964 they bought two of the transit style Gerstenslagers. Actually we still use the 64

as a backup for our contract service. In 1979 we bought another, a 1965 much used Gerstenslager; I paid $1700 for it. We'd really intended to use it for spare parts, but it became such a neat thing to have three bookmobiles for two runs, that we kept it whole, because we were able to keep our vehicles on the road and make all our stops almost all the time, because we had our backup.

Warder Library had been a school district library early on, and had had bookmobiles come to the school library. The service was finally stopped to public schools in 1976. The last circulation count then was about 100,000 for the schools alone, but it was stopped because the cost became so high.

So now we make stops at some of the private schools, a few day care centers, but most of our activity is done at community stops throughout Clark County. Our winter schedule this past year came to about 64 stops, ranging in time from 20 minutes to four hours at the most. We do drive about 40,000 miles a year on our fleet of three bookmobiles.

We provide bookmobile service to a county just north of us by contract. A few years back the state library had to cease the bookmobile service in some areas of Ohio, and we picked up that particular county.

But I firmly believe that we can keep our fleet on the road, because we have at this point in time a dedicated maintenance man, who takes care of each bookmobile just like it was his own car. But I really think that's the only way we can keep all of

our vehicles running.

I must say that as we all know, vehicles, like people, get tired. A couple of years ago repair bills kept mounting, parts broke just because of metal fatigue, and we had a lot of termites chewing away on our bookmobile bodies. So we decided it was time we'd better look for some new wheels. And just about that time the State Library of Ohio purchased a couple of RV type vehicles. So my extension librarian, and the maintenance man, and myself went and looked at the two makes that had been purchased by the State Library. We also had a demonstration of a nice looking fiber glass model that had been built here in Ohio, and quite naturally we decided we liked something about each one of them.

Also about that same time I'd seen parked in a school yard a couple of mobile classrooms. They looked like they'd been constructed like tanks, like they'd be around forever. So I found out where they had been made and who I needed to contact, and I also found after I made the contact that a new bookmobile, a 25 footer had been delivered to Seymour, Indiana. Some of this may sound like a commercial, but I really get nothing out of this. The three of us in January took a white knuckle flight to Seymour, Indiana and spent a little time looking at their bookmobile and decided that we liked it.

It looked like it was built like a tank, it had a good chassis, it had good quality shelving, and most important to us at that time, it had good inside height. We looked at a couple

of vehicles where the height on the inside was such that if I walked in wearing even a cap, it would get knocked off by the air conditioning.

And one of the most beautiful things about it was that it had a reasonable price. So we got their specs, and their blueprints, and contacted the company that had produced it. At any rate, we did put it out on bid to four different concerns, and Barth, which is in Milford, Indiana came in with the lowest bid for the right size. So Barth got the bid. They told us that we could have the vehicle in six weeks to two months, and they fulfilled that promise, and we bought two new Barth RV style bookmobiles at a cost of $43,000 each.

They are 25 footers, whereas we have had 28 footers in the transit style. This is sort of going to serve as a warning I think; we did make some changes in the specs, but by doing that, we made an error which cost both Barth and us.

I made the changes on our purchase order, after I'd already sent in the spec sheets, and I assumed that those changes would be picked up and shown on the spec sheets. There were four changes; they picked up three of them, but I had not followed through on it to see that all four had been picked up, so when the vehicles were ready, they didn't include that fourth one, which unfortunately was more shelving. The moral of the story is: Don't make assumptions when you order something. Follow it through.

But Barth agreed to produce the extra shelving for us for

free; they sent the shelving to us, and I had a maintenance man who installed the shelving.

It might have been wise of us to have visited the factory first, but going on the theory that we've never visited Chrysler, General Motors, or Ford, we were content with the reports of the Seymour librarian and the school people I talked with about the workmanship. Actually, as we picked the vehicles up, we went through the factory, and we've been up there since.

Another theory I had at that time was that it was a lot easier to spend money up front, as opposed to having to try to add things. So each one of our two vehicles has two air conditioners, and we have heat takes installed in the air conditioning unit, so it will help out in the spring and the fall when we don't actually need to run the propane furnace.

We have AM/FM stereo; we also have cruise control. But the vehicles did come equipped with the usual type RV style plush vinyl and cloth seats. I took a look at those and wondered: "How's my big driver ever going to get in and get out of those seats?" And I also thought "Why did they make them look so plush and expensive?" So we traded Barth for some seats, some step van vinyl seats; we've also since then changed some of the shelving to try to add shelving space, and we've been quite successful in doing that.

Perhaps if we'd sat down and thought a little more we could have figured out that it could have been done at the factory. I really think that with an RV style vehicle you can spend some

time to do some careful planning and thoughtful consideration, so you can use every available inch.

Going from a 28-foot transit style to a 25-foot bookmobile means, of course, obviously you're going to get fewer books on it. And I think the loudest complainers about the fewer books were the librarians. But after they finally got over the initial shock and realized that they're going to have to do more work to keep the collections current, I think that they've finally gotten over it, and are happy with the vehicles.

I've only had one nasty letter from a patron who complained that the vehicle was tiny, but she's been pacified at this point in time now.

One thing about an RV style vehicle is it can be driven by almost anyone. It has an automatic transmission, power steering, and power brakes, of course. Cruise control makes it neat on a highway, and I have to mention the AM/FM stereo, because that's kind of nice, too.

One irony is that our RV's have twice the engine power that the big old heavy Gerstenslagers have. In fact, I thought about driving one of them over today, because it probably would have held the road better than my Dodge in all that rain.

Briefly our vehicles are on a Chevrolet chassis. Barth takes it, strengthens that chassis for book loads by adding steel high beams; they put in a solid floor. It has an aluminum underpan, so there's very little splash up underneath. The shelving in our Barth is all wood; we have all wood shelving,

which has been built by Amish craftsmen, and it's really very well done.

The aluminum skin on our vehicles has about three quarters or an inch of insulation behind it, and then there's an actual panelling behind that, and ours are covered with vinyl to boot, so they're very well insulated, so the air conditioners do a good job; they're relatively sound proof, about as sound proof as you can build a vehicle.

One thing you want to check is to see how many off-the-shelf parts the dealer uses. With off-the-shelf parts you can get parts replaced in your home town. Look for a good warranty; we had a year's warranty, which just ran out six days ago. Fortunately, we made it for a couple of things which I'll describe later. And we did try to find people, and in our case, we found representatives which are very easy to work with; they really seem to understand what a bookmobile is all about.

We all talk about generators. Our vehicles are equipped with 7,000 watt cords, which are more than adequate to handle all the needs; we can run all the lights, both air conditioners, anything else we may choose to have on board, and the generator is just barely loafing along.

We do have shore line, but we don't have too many places any more that will let us plug in; in the old days we blew too many fuses and turned off the lights in too many stores, so they don't want us to plug it in; they just don't trust us anymore.

The vehicles that we have do have a unique arrangement.

Anytime the generator's running, the batteries are also being charged, not only the generator batteries, but the truck batteries. The other way around, when the truck engine is running, it's charging both the generator battery and the truck battery. Or if you plug it in, the batteries are still being charged; it's got some kind of fancy conversion unit, which I think is a very neat arrangement.

As I reflect on a year of operations, I think about the problems that we've had with them, but I really think they're no greater magnitude than I've had with my own car a couple of years ago. But I will describe a couple things.

We noticed that they had sagging rear springs; they looked like this. Then we found in talking with a GM dealer that General Motors has computer aided design specifications for rear springs. We looked around at a lot of vans and pick-up trucks; they all sagged in the same way. We had our springs replaced locally, and that was done under a warranty.

We go back to generators. I think the oil fuel pipe on the cooler generator was designed by Blackstone the Magician. We had one that worked loose, and the only way we could get it out to repair it was to cut it out, which we had done; that too was taken care of under a warranty.

We have electric steps, the kind that when you pull up to a stop and open the door, the step comes down. We had it equipped with a locking device, so that the step will stay up. The only problem we've had with the steps is the large number of blown

fuses; there's a problem somewhere, but I shouldn't dwell on that, because I've never yet seen a good step arrangement on a bookmobile.

All in all, we're pleased with the RV style bookmobiles that we've purchased. We've done miscellaneous minor things. As I've said, we've added extra shelving, we've had problems but no greater problems than you'd have with a new car or anything else new.

I'd really recommend that anyone looking for a new vehicle check into the RV style, because I think they are less expensive, and in most cases they're easier to drive.

Probably one of the most difficult problems we've had is trying to convince our drivers that you can use regular gasoline in a truck engine; you don't have to use non-leaded. They don't seem to understand it.

At any rate, again I'll say we are pleased, or I am pleased. Our staff has two people. We have a driver and a librarian; we are using part time retired drivers who work maybe 20 hours a week all told. Our librarians are full time; they're not professionals at this point, but I finally got our salary scheduled up, so I can start looking for professionals next time.

Thank you very much. If you have any questions, I'll be glad to try to field them.

BOOKMOBILE SPECIFICATION AND DESIGN FOR THE FUTURE

Stanley C. Frye, Chief Engineer Transportation Research Center
East Liberty, Ohio

Russ Topping, President, Blackriver Bookmobile
Camden, South Carolina

A. Wayne Baehr, Regional Sales Representative, Barth Inc.
Milford, Indiana

Stanley C. Frye

I feel it a privilege to be here. The part that I will address to you is from the testing and federal specifications and state specifications that you need to deal with in working with bookmobiles. First, I'd like to tell you a little bit about our organization.

For you people who aren't from Ohio, and probably for some of you who are from Ohio, the Transportation Research Center is a state agency. It's the only one in the country like it. Ohio is the only state that has an automotive testing facility like this. It is the largest by acreage in the world, being 7500 acres; that's about twice the size of General Motors' proving ground.

We have the largest oval high speed track in the world, seven and a half miles around. To give you an idea how big that is you can put six Indy 500 tracks inside of ours. The unique thing about TRC is that the state does not contribute one dime towards our existence; we earn our own way. We're a state agency that makes money, and the only other one that I know of that

makes money is liquor control.

We've been in existence since 1974. We are in East Liberty, Ohio. We test all kinds of vehicles at TRC, starting with mo-peds and going through military equipment, off highway equipment and everything in between. I guess about the only things we haven't tested are snowmobiles and boats. We could probably test boats sometime, as this whole area was a swamp at one time, I think, so if we dug a hole we'd have a lake. And you can test snowmobiles on the grass; you don't even need snow for that.

We serve about 300 different clients in the automotive field from all over the world, including Japan and Korea and Taiwan and France and Italy and Germany and Sweden, etc. So we've been around in the business of testing.

Primarily the business we're in is to help people put safer vehicles on the road. I can almost assure you that most vehicle lines today are safer. Unfortunately there are some that are not so safe, and it's primarily because in some cases, low production numbers dictate that they don't pay attention to federal regulations, or they don't understand them, or they don't know they exist, or they don't want to know they exist.

In the case where it's such a unique vehicle, the government may not deal with it anyway, and the people know that, so they just intentionally ignore some of the regulations that are applicable.

When you look at bookmobiles you're looking at a vehicle that is built by a second stage manufacturer; now this is

nothing unique. Recreational vehicles such as motor homes and van conversions are built by second stage manufacturers. Fire trucks are built by second stage manufacturers. What this simply means is that these companies, including bookmobile manufacturers, will take a chassis that's built by another company, and then they will add their product to it; thus they become the second stage manufacturer.

Now in the case of the Bluebird that's sitting out here, they may build their own chassis also. In some cases I'm sure they do that, build the whole thing from the ground up. But I imagine the majority of them buy the chassis and put some kind of a body on it and make it into a bookmobile.

Being a second stage manufacturer does not alleviate the need for that manufacturer as well as the chassis manufacturer to meet the standards that apply. That could be federal standards or state standards.

A state standard could override a federal standard as a stopper. It cannot be less than federal standard. A state could have a brake standard for instance that was tougher than the federal standards that would apply, but it can't be less.

So let's talk about a few of these as they relate to a second stage manufactured product in the case of bookmobiles. They are basically things that should concern you because they are all related to personal safety.

The first one that comes to mind would be exterior lighting (Federal Standard 108). Now most of the people that are in

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the business know that if they go out and buy a light that has already been DOT approved, and they mount it on the vehicle in the proper location according to the standards, and in the proper location according to manufacturer's recommendations, that they can put an exterior lighting package on the road that meets the requirements.

However, that doesn't always happen, because they get into a cost pinch, and they sometimes buy a lamp which has not gotten DOT approval. The first lamp that goes on that vehicle that does not have a DOT stamp on it makes the whole lighting system illegal. Now that may not seem like a big problem, but just suppose that it's a stop lamp, and suppose that it does not meet the candle power requirements or the refractive or reflective properties of that lamp. You stop your vehicle, and because it does not meet those requirements, the person behind you does not see it, and he runs into the back end of your vehicle and he is injured, he goes to court, and it's proved that you have an illegal lamp on your bookmobile. It's going to come down around somebody's shoulders in a hurry. It may not affect the library, but it might. It will certainly affect the second stage manufacturer that put that lamp on there. It could also affect the lamp manufacturer.

Probably one of the most important ones is brakes. The chassis manufacturer has the responsibility to certify that the chassis meets the brake standards, whether it's a hydraulic brake or another type. If it's an air brake, then it has to

meet the Standard 121. Now to do all these tests, you have to do stopping distance tests, a whole lot of them with different kinds of surfaces, different coefficients of friction, and from light weight to full gross vehicle weights. The chassis manufacturer has to certify that, and when he does that, he certifies that the vehicle will meet the standard at gross vehicle weight, X number of pounds.

Gross vehicle weight will be what that chassis manufacturer has decided is a safe rating for that chassis and its total weight. I'll give an example. He may say that his chassis is capable of carrying 14,500 pounds. The gross vehicle weight must be equal to or less than the sum of the gross axle weights. So in axle weights, you may have a 5,000 pound front axle and a 10,000 pound weighted rear axle, which totals up to 15,000 pounds. He has chosen, because he knows something about his chassis, a 14,500 pound gross rating on the chassis. So regardless of what you put on there, you cannot exceed 14,500 pounds. If you do, as a second stage manufacturer, the brake certification on that chassis goes away, and you can no longer hold the chassis manufacturer responsible if that vehicle doesn't make the brake test. It becomes a second stage manufacturer's problem at that point. He just bought the farm.

Now let's assume that he takes the chassis and says he's going to recertify the brakes for 16,000 pounds. And as an example, you take the 178 inch wheel base Chevrolet chassis, a 14,500 chassis with four wheel disk brakes, and I'll assure you,

you can put 18,000 pounds on it, and it'll meet the brake test. But that doesn't change the rating on the chassis. The chassis is still rated 14,500. So you recertify the brakes, that doesn't mean you can load it up to 16,000 pounds. Because if the chassis breaks, the Chevrolet people will say: "Thank you, people, you just bought it." So those are some of the things the second stage manufacturer has to put up with.

Tires and Rims. If they leave on there what's supplied, they're okay, but if they start changing them, they better make sure that the tire and rim combination is a match-up, and listed in the Tire and Rim Association Manual. If the tires aren't certified and listed in the Tire and Rim Association Manual, then they're not certified tires. So you better be sure that what they put on the vehicle is listed and registered.

Glass. Anything the driver looks out of must be certified glazing. It must have a stamp on it. If you'll look on your car, you'll find on every window someplace a little stamp, and it's got some numbers on there and "DOT"; it takes about seven or eight months to run a glazing test, so if they're putting side windows in or anything that the driver's going to look out of, it must have that stamp on there or it's not approved under Federal Standard 205.

Seats. Federal Standard 207. Let's talk about 207 and 210; that's seats and seat belts. The second stage manufacturer does not have the responsibility to certify the seats and the seat-belts; what he should do is buy seats and seatbelts that are

already certified. He must certify the mounting of those two items. There are very specific tests for the mounting of the seat and seat belt.

Those are some of the things that second stage manufacturers have to put up with. Now as a librarian dealing with specifications for a bookmobile, how do you know that you're getting what you want? For those things that require federal certification by the second stage manufacturer, I would say: "I want a copy of your letter of certification and the test data." Now why do I say test data? Because under federal law, you do not have to run a single test to certify your federal standards. You can simply write a letter and say that you certified your vehicle to meet all the applicable standards.

How does the government get you? They run a compliance test; they go out and buy your vehicle and they run a compliance test; if you don't pass, and you don't have much material in your file on that particular test to back you up, they could make you take the vehicle off the road.

You have the right, if you're going to write the specs, and you want to know that they meet the standards, to ask for it. If they can't provide it for you, and it is a safety-related item, I would have doubts about dealing with that company. I would want to know that I'm putting a vehicle out on the road that is a safe vehicle, and I would want someone to provide me with that kind of documentation. A reputable manufacturer will do that for you.

Russ Topping

Good morning all you truckers! Dr. Grunenwald yesterday got me all fired up, so I went to my room last night and changed my whole speech. He pointed out yesterday: "What are our objectives?" So I came up with a question for you. "What is the mission, what is the use, what do we want a bookmobile for?"

Anybody have any definitions? How about take a quantity of books from point A to point B to point C, etc., making a selection available to the patrons in a given area where stationery library services are not available. Anybody want to quarrel with that? That was the definition I came up with, and if anybody has any quarrels let's talk about it now.

Write down what you want most in a bookmobile. Try to put them in the order of priority, what you consider the most important things that you want in your bookmobile. Take a couple of minutes and find tablets and write a couple things down.

I wrote a list myself of what people ask for in a bookmobile. I put one thing down near the bottom, which I think really should be near the top, and that is "repairability". Can a normal service technician maintain and repair this thing when it comes time to work on it? We do have some bookmobiles that we work on that are almost impossible to work on. One of them is on an R-V body, because you have to remove the rim and the door on the generator compartment to get the generator out, because disassembling the generator, air cleaner, and everything, you

still come out three quarters of an inch bigger than the whole with the rim on it, so take the rim off.

I don't think there's anybody in that room that would put that down. How about adequate propulsion power? You people are up here and going up and down these hills. I'm sure you're going to want to have a vehicle that's going to go up the hill in a reasonable manner, that it's going to maintain a safe highway speed, not be poking along. Most states have a minimum speed limit, and on some bookmobiles I've driven that we work on, I work on the border edge of getting a ticket for going too slow on the interstates.

How about ease of operating? Is there anybody that would be adamant in insisting in this day and age in going back to a stick shift in these trucks? A few. That's about one percent. How about power steering? I have some hundred pound female type bookmobilists, and I'm not putting them down, but they do not have a lot of upper body strength. I think power steering, power brakes, and automatic transmission should be standard equipment in any of them.

How about shelving? Should this be a factor? Did anyone put shelving down? Great! That is probably one of the most important things.

All right, how about "driveability?" I'm not going to mention any names, but there're still some on the road built in the late 60's and early 70's. When I deliver them back after we've worked on them, it's 45 miles per hour on the interstate,

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because they scare the heck out of me; they weave and they wobble; they're really unsafe to drive.

How about adequate facilities for staff? Is this a consideration? Is this a prime consideration or a secondary one? You've got to have adequate facilities for your staff. We have to determine what is adequate.

Adequate room for patrons. We can build a bookmobile that will hold 4,000 volumes, and you could maybe get three people on at one time. So you have to determine what would be adequate room for patrons.

Ease of safe access for patrons and staff. This should be a consideration, right? How many little old ladies do you want crushed in the doors as they're trying to climb up those high stairs? Or falling into the book bins of the stair wells when they turn around from the charge-out desk in the rear, falling into the stairwell, and bingo, you've got a lawsuit.

Interior climate control. I don't say air-conditioning, and I don't say heating, because it's interior climate control.

Dependability. Are we going to have a unit that we can more or less depend on to be ready to go tomorrow morning to hit the road? Should this be an item on your list?

Then we get down to my neat deal, which is serviceability. How serviceable and repairable is it? Here again, standardization is important.

Well, these are some of the things I think we should put high on the priority list when we make specs for our book-

mobiles.

Where do we start when you want to buy a new bookmobile? My experience has been that you will first consider how much money you have. What funds are available? There's a range now on the market of approximately $40,000 to $150,000 or $200,000 for a bookmobile. So how much bookmobile do you want to buy? How much can you afford? I think that that's probably one of the primary considerations when you go to replace a bookmobile.

The next thing I think you should consider after you get your money is what size of a collection are you going to carry on your bookmobile? This to me is a paramount thing. How many books? How many other library materials such as records, cassette tapes, and things like that? And also, what are you going to use your bookmobile for?

I have some rural libraries in South and North Carolina, and they use their bookmobiles for story hours. They pull in at the stop, and sometime during that stop, they get all these little kiddies in there, and they tell them stories, which is lovely, just like they do in the main library.

Now when we start getting into larger collections, we have to make a decision whether we want a single unit or a truck tractor trailer. And to do this we have to consider who we are going to get to drive it. Most people can be trained to drive a single unit, no matter what the size. It takes a little more skill to drive a truck tractor trailer. So if we don't think we're going to get someone who can drive it, let's not buy it.

The next thing we want to consider is whether we're going to have a rural bookmobile or an urban bookmobile. That makes a lot of difference. I don't want to put a 40 foot semi-tractor on some of these little roads in West Virginia and Ohio. The big trucks don't drive it, so I don't think bookmobiles should be required to.

The size of the collection to be carried should be your most important factor. You determine the size of the collection that you want to carry, if you want to carry 3,000, 4,000, or 5,000 books; that will determine the size of the vehicle necessary. How many books per foot does a bookmobile carry? Does anybody know? We came up with what we use for an average. We came up with 50 books per three foot section. I don't think anyone else has ever done that.

When we determine how many books we want to carry, and we know how much shelving we have to put in, that will determine the length of the vehicle, and we can go on from there. We'll know how big the air conditioners should be, the engines, the axles, the tires, etc. Because we're going to build to carry those books.

We run about three pounds of vehicle for every pound of books. This allows us to use 16 inch wheels, cheap tires, 16 miles to the gallon.

If you want a specific manufacturer to build your bookmobile, you get the sample specifications from him, and they will be exclusive specifications. If you want the lowest cost,

work yourself up a set of performance specifications. We want a bookmobile that carries so many books, and leave it up to the manufacturer to come back to you with a proposal. I think that about covers it, and we'll answer any questions later on.

A. Wayne Baehr

I want to thank you for this opportunity to take an active part in your second annual rural bookmobile conference.

Since my retirement from the Gerstenslager Co. in 1983, I have genuinely missed my past association with many fine people within the library profession.

During my 32 years of association with the Gerstenslager Co., I always took much pride in the fact that I was associated with a top quality product. Today, I am equally proud to be representing Barth Inc. I feel that Barth Inc. is supplying a top quality product, with the advantages of modern day technology which we have incorporated with you, the customer, in mind.

Our subjects for discussion today are bookmobile specifications and bookmobiles of the future. I shall try to limit my comments to these two subjects.

Specifications

Writing of specifications is of utmost importance. It is the only way of advising prospective suppliers or bidders of your minimal requirements.

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Before proceeding you, of course, must have a budgetary figure in mind as to how much you plan to pay for your new bookmobile.

The next consideration should be the number of volumes to be accommodated or the lineal footage of shelving required.

Your next step is to contact prospective suppliers of bookmobiles and arrange to meet with them individually. This will give you an opportunity to learn of their product and to acquire descriptive literature and manufacturer's specifications for your consideration.

The meeting with prospective suppliers will allow you the opportunity to evaluate their method of manufacturing, their knowledge of the mobile library profession and their sincerity toward working with you and your staff on the development of a bookmobile that will fill your needs.

Once you have completed the preliminaries, you are ready to develop your specifications for bidding purposes.

You have by this time established a preference as to the body style and perhaps some special features that you consider to be within your minimal requirements.

In so doing, you may prefer certain features of one or more of the prospective suppliers products.

There is nothing wrong with using the prospective suppliers' specifications as a guide when writing your specifications. I do suggest that you refrain from using trade names unless you qualify by the suffix "or equal." This will help to prevent any

criticism or suggestion that you have shown favoritism toward one manufacturer or another.

As co-author of the Gerstenslager Co.'s specification program which we developed back in the late 1950's, one of our primary considerations was the emphasis that was put on basic outline of the specifications format and the requirement of the manufacturer to supply a well engineered custom-built product that will provide trouble free service for a reasonable length of time-say, 15 to 20 years.

You can assure yourself of these qualities in your choice of prospective suppliers products by contacting other libraries that have been using their product for some length of time and profiting by their experience.

A well qualified and sincere supplier of bookmobiles will offer their assistance to you should it be required.

Bookmobiles of the Future

When I read the title of this subject for discussion, I thought right away of a Buck Rogers or space ship concept for future bookmobiles.

The truth of the matter is that the bookmobile that you are buying this year is in reality the bookmobile of your future. That is, if you make a wise choice and purchase a product of good quality that will provide you with trouble free service for years to come.

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At the outset, bookmobiles were in the form of horse-drawn wagons and later on the conversion of delivery vans was a popular approach.

As the years passed, it became popular to convert school buses and this concept is offered today by a few school bus manufacturers.

Since the mid to late 40's, the concept of custom-built bookmobiles has provided libraries with bookmobiles that are designed from the ground up to provide convenience to both the patron and staff and to include many features that enhance the efficient operation of the bookmobile program.

In recent years, new and improved materials have come to the forefront. Some of these are:

1. Improved heating systems
2. Improved air conditioning systems
3. Improved power generators
4. More durable floor covering materials
5. Use of aluminum for weight savings & rust resistance
6. Use of fiberglass reinforced plastics
7. Use of coating materials for steel surfaces which act as a rust inhibitor.
8. The advent of safety features for the protection of patrons & staff.

As to the future of bookmobiles we might give consideration to current trends in today's selection of new bookmobiles.

The trend today is to select a medium-sized vehicle of

approximately 28 feet in overall length and of light weight and durable construction. This size unit will give you a book capacity of approximately 3,000 volumes and yet afford you economical operating costs, ease of handling and an overall weight that is allowable on road surfaces that are limited during certain periods of the year.

Bookmobiles are available in many sizes. They range in size from the mini-van to the large 35 foot long bus type vehicles. The mini-van types are often a conversion of an R-V unit. Keep in mind that R-V's are designed for an average usage of approximately seven weeks per year, so the strength and durability is just not suitable for year-round service required of a bookmobile.

The largest 35 foot bus types look rugged and do have considerable book capacity. They are expensive and costly to operate.

In many cases when you consider the limited mileage you put on your bookmobile in a year's time, the use of such a large unit might compare to going on a family picnic in a greyhound bus, so consider the economics and practicality of such a large unit, before taking this direction in planning your next bookmobile purchase.

Bookmobiles of the future are going to be attractive to give a good public image, durable for long lasting qualities, up to date, to include the latest in modern day technology and yet afford you, the buyer, the flexibility of design which best suits

your specific program needs.

Remember one thing. Bookmobile suppliers come and go, but libraries are forever, so select a supplier that will be around in years to come and one that has a favorable track record in the field. Thank you.

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AUTOMATION TO IMPROVE SERVICES

Ann Mort, Head of Extension Services,
Middletown Free Public Library, Middletown, Ohio

Jonathan Louden, Director
Dr. Samuel S. Bossard Memorial Library, Gallipolis, Ohio

Katherine Phenix, Circulation Librarian
Westminster Public Library, Colorado

Ann Mort

We have at Middletown Public Library a CLSI terminal. We began in 1980 with a pet issue that generated four million dollars, part of which was for our computerization project; the rest of it built a very nice new building for our main library. We used part of that four million for our computerization, which included the entire library system.

We are a medium-sized library with a main building of 40,000 square feet with two branches, one bookmobile, and a van which does shutting service and book set service to the schools. We do not do any tool service as such with the bookmobile; we deliver classroom collections with the van.

We serve half of Butler county, we have approximately 40,000 patrons, and the total circulation for the entire system was 635,970 books in 1985. The bookmobile service was about 17,000. The bookmobile has 819 stops, and we missed 13% of them last year or 109 due to mechanical failures, very few due to the weather.

As I said we had a CLSI computer system. We investigated a great number of computer systems before we chose this one. We traveled to installations in Washington, Indianapolis, anyplace

anyone would have us that had an online system, and finally settled on this one. It's not perfect; no system is; I can't find one that will wash the dishes, and I can't find one that will tell me just everything I want to know in the library field, but it did the best job we could find.

One of our stipulations when we were choosing a system was: "What are we going to do about the bookmobile?" And if I said it once I said it a hundred times to the various vendors who came to sell us their wares. Most of them would have preferred that I'd sit in a corner and be quiet, because they didn't have anything specifically to help the bookmobile.

Well, CLSI suggested that we purchase their port-a-circ, which is a little gizmo. We bought two of them, one for backup, at a considerable investment, and we used it about one day, and it began to beep, and no one could shut the blasted thing off. So we packed it up and shipped it off and put a note on the outside of the box saying the thing was going to beep all the way home, and indeed it did. So we decided it was either back to pencil and paper or find another method.

Now in the process of purchasing our big system, there was a backup system that went with it. Now they don't mention this the first time they come to call, that you need a backup system, but we all know that systems go down, so they sold us a system called the MSS backup software, meant to work as an Apple, which would run one of the CLSI terminals as a dumb terminal and store the information until the system came back up.

Well, that was fine; we intended to have this in place, and planned not to use it too frequently, but while I was trying to figure out what to do about the port-a-circs that didn't work, this thing popped into my head, and I set about to make it work for the bookmobile, and I knew that we had electrical outlets on the bookmobile, and since it didn't need to be directly connected to the CPU in the main library to function, it seemed reasonable that it might solve our problems. However, those of us with generators, and who among us has not had a problem there, know that they're not real reliable. For one thing, they don't work just every day, and when they do work the electrical output goes something like this: if you plug in an electric clock, and it either gains or loses, you know that your electrical output is not real steady.

And indeed our electric clock was gaining ten minutes a day on the good days. So my problem was a decent electrical system. I browbeat a couple of school teacher type friends of mine, one of whom taught electricity, and another who was a cabinet maker, and between the three of us, we got it hooked up.

What it boils down to, and there should be a diagram and specs in these packets that I've left on most of the tables; we have a six amp automatic battery charger, which we call a triple charger, a marine deep cell battery, which would be found on boats with trolling motors, a power converter, which changes it from the twelve volt to the 110 volt; then we get into nice normal everyday outlets, and then you can plug the computer into

that. We had intended to charge this sucker by plugging it into the outlets that are from the generator, and having the generator charge the battery, but the generator didn't charge the battery well enough, so we'd plug it into an outside outlet overnight. Well, that's enough about problems with the electric system.

We do not use a light pen, although I understand there's a lady in Mansfield who has hooked up a light pen. We have not felt the need for one. Once we started out with this we just punched in the unique numbers in the code. While there are a whole string of numbers on the backs of these books, we only use the ones that are unique, so you only have to punch in seven at the most.

We have light pens at one of our branches which I have never liked to use; I can never get it at the right angle. And these that we touch in, while you would expect errors to be a problem, they really aren't, because there's a check digit feature on them that won't allow you to make a mistake 99% of the time. A possibility exists that you could make a mistake, but it's not likely.

So our non-typist bookmobile driver is quite proficient with this, and does not complain about the lack of a light pen. At any rate, we can check out, check in, do the day's transactions; it will automatically score after fifteen transactions, or every time you change from one patron to another. These don't have the danger of losing your data, at least no more than fifteen; we

have not lost any.

At the end of the day our driver brings it in. Originally we did not intend to bring the Apple in every night, but some rather enterprising young gentlemen in the neighborhood convinced us that if we wanted to keep an Apple on the bookmobile, we'd better bring it in at night, because they'd climb the twelve foot fence with barb wire on the top and remove the Apple.

So we do bring it in every night. It travels in its own little case, somewhat like a portable typewriter case; the top lifts off, and we strap it down on the counter with velcro straps, so it's very easy to remove. It bounces along every day and never has any problems. The only thing I've had to repair on any of them that we have sent on the truck is a little cord that plugs in to the back of the monitor, and the driver now tends to it when he brings it in at night. I have convinced him to do it gently, so I haven't had to replace that cord lately.

He brings the whole business in, and leaves me the disk. In the morning when I come in, I dump the disk. I have a similar setup in my office, which is not only the dumping station, but is also an online terminal for my own use, and I also use it as a regular Apple.

When I dump the day's productions (once that is finished it will beep at me and tell me it's done), I go down to the computer room, update the item files, etc., and the computer at that point will tell the rest of the library system that that particular book that we checked out on the truck is not on the

shelf, and it will also tell them that the ones we brought back to the truck are now on the shelf.

At that point it will give me a listing of what I have done, how many check outs, how many check ins, renewals, how many problems, and it gives me an entire list of what we've done that day, but I don't really want it; all I want to know are the problems I have to deal with; it will tell me any delinquent patrons, any books that are on hold, any other little quirks that the normal terminal would have told me along the way if I were online. It's just a day late.

Now I can do any number of things; I can ignore it, or I can pull up the problems, using the terminal in my office that's online and see what they are and what I want to do about it. Sometimes with delinquent patrons, the driver missed a rung and didn't clear charge the books when they came back, so I clear out the fines and the patrons cards; if it's really a problem patron, I send him a letter, call him, give the driver the list with the patron's name on it, and tell him, "Next time you go to that stop, nab him," and that's been semi-useful; he's an awfully kind-hearted driver. He doesn't want to do that.

The report for the books that were on hold will tell me that they are on hold, but it doesn't track the hold, it doesn't expect the book to be in hand like the terminals out front expect it to be in hand. On the truck it just tells us there is a hold for that book. If you can grab it fine, if you can't fine. Sometimes the driver's already checked the book out again before

we run this report, so it's not a big problem. I pull him up, give him the list, if he finds it, fine, if he doesn't, we'll catch it someplace else in the system.

We do have a pony express system in our library unit. It goes every day and delivers books, picks up the reserves, and takes the others; it's not a big problem to get a book from another unit if we happen to miss it. I'm trying to think if I have forgotten anything vital, but I'm sure that during the question and answer period, you'll tell me if I have forgotten anything vital.

Just for the sake of argument, he showed you the bar code; we do have the bar code on the backs of all our materials whether they're online or not, and we are 98% online now after two years, we also have the date due stamped along the side, which we do hand stamp with a fairly automatic type thing; it serves two purposes; it not only tells the patron when the book is due back, it also tells us how many times it's circulated, just like the old book card. We put everything on the back cover of the book for a purpose, so we don't have to open it up. You lose a little bit of the blurb, but not enough that you can't be creative and figure out what's under it.

Jonathan Louden

I'm awfully honored to have all you folks come all this way to hear me. I'm told some people are from California, and Florida, that's a long way to come.

I've been in this bookmobile business for about 24 years, either directly or indirectly and had a good time at it, and there are a lot of good people out there, in fact, they're all good people in the bookmobile world.

There was only one year that I wasn't in the bookmobile business since I've been working in this kind of work; in fact, that's when I lived in Columbus; it was just about half a mile from here, but you know I went out and bought myself a bookmobile just to have it in the yard, and my neighbors didn't think too kindly of it. We fixed it over a little for a camper; you know how that goes. I put all these pretty curtains in the window, and I took most of the signs off the truck. Well, I didn't take one off the driver's door, and my wife when we were getting ready to go on a trip walked around that truck and said: "John Louden, you get that "Free Service" off that door before you go out with those curtains on those windows."

We're talking about new technology, and new technology . . . what it amounts to is getting adjusted to change. Change is hard to take, you know, but it's there. Change is good sometimes, and we should accept it, because it's often good.

I'd like to talk a little about the old technology, and that's what's important. When you go to get hold of some of that good old technology, you'd better be sure it's user friendly; that's a modern term. It's not important whether you have the prettiest library operation or not; what's important is whether it can be converted and updated to your operation, and that it'll

take continual program modification and repatterning. You know those older models are often very good.

And they sometimes were programmed for adaptability and just for the future, and if some of the functions are not compatible, and are getting a little worn on, a lot of those older models will compensate for that, and they'll be better than ever. And you know, you can get a service contract on those, that older technology, sometimes you can get that older technology to help pay for that service contract.

And that older technology has this built-in computer that updates every day; that older computer can keep track of all the customers' needs if you get a good one. And it keeps track of what those folks are reading, what they like, and what time to leave the stop, and when that truck needs to be serviced; it can just check the manual there, the record, it knows all. You know the good folks that run those bookmobiles, you can't replace them, that's the first thing you've got to get is user friendly help. And if you've got that, you're on the right way. You don't need new technology unless you've got good people who are adaptable, who like people, and bother to learn what's out there, and who's out there, and when they're out there.

Now, some of the so-called new technology is not new, but it's new because people don't use it on the bookmobile. We're awfully slow about saying we need new technologies in libraries period, and administrators figure bookmobiles don't need anything like that. You know, something real simple. Like, how many

people here even carry a photocopier. Put up your hand, Betty.

But photocopiers, that's a service. A lot of your folks, you say that they're homebound, but you tell me they aren't on medicare and get carded in the hospital and get back and have to make their own copy of that and have to hassle the neighbor to go in to the library the next of the month and get that copied for their medicare, so they can send it in; why doesn't the book-mobile have a copier?

Another thing here that I don't know a whole lot about is: when a main library goes computer with a micro, you've got to do something. Now you have a little printout sheet, that green and white paper, and I'm going to try to interpret it. You set this thing up in the main library in the morning, and all you have to do is run a bar code over this to check a book in, and it goes into the storage area.

When you change from one customer to another, you run on the C, is that right? And when you change stops, you run over to N twice. Now if you look at that printout, you can see a powerful lot of numbers that don't mean anything to you, and I've got the one that says daily circulation on it, so it doesn't mean anything. But anyway, on these sheets, where you start a customer, you get the bar code number and the customer's name, then below it, you see all those bar code numbers that say "checked out," those are the books we checked out to that lady.

Then when you see that double asterisk, that means we changed customers and changed stops.

This is hooked up to what's called a micro free system on microcomputers in the main library; we're just a little dinky library; we only do about 300,000 circulation in a year, so it does a pretty decent job for a circulation system. Now when you get this back to the main library, you have to plug it into the main computer, the micro, and it spits out this report, so you know what you've done.

Now some of these will say: "On Reserve," so you've got to keep track and try to snare that book, if you can, but if you can't you don't worry about it. Sometimes they'll be some that are already checked out and those you have to do a little bit of work in the library; there aren't too many in a day, maybe a dozen or half a dozen.

You'll see some silvery paper there, I think. Some of them are what we call rejects. We're just using them for demonstrations. You'll see I'm holding a map up here; we can be on a bookmobile and get this copy of a United States map, whatever this one happens to be, percentage of growth of total number of manufacturers established 1972 to 1977 if somebody needed it in about two minutes; we can transfer that. Now how do you do that?

A lot of imagination is how it came about. It's called "Telefacsimile" and a lot of your libraries have this connected to state libraries, regionals, and what have you on the telephone lines, that's why it's called telefacsimile, and it's an awfully long telephone cord we got trailing behind that silly truck. No,

it's on the radio; we have an FM band radio we run out about 25 miles, and most all the places we can reach real decently, and there's an adapter you put on your telefax machine to send things over the air just like you can over a wire, things like this.

There are about four or five well known telefax machines on the market; there's IBM, there's 3M, there's Exxon. I recommend probably Exxon. They seem to be more willing to give us the information on how to hook it up, the schematics.

Here in library work there seems to be a pecking order. We kind of figure those folks in the big fancy university libraries, they're kind of the top, they're really up there, and the folks out on the bookmobile with the dirt on their fingers, and the grease on their shirts are down at the bottom of the pecking order. But it doesn't make too much sense to me. If libraries are supposed to be getting people to books and having books that people want, we're doing the best job.

The library folks out in the bookmobile are the ones that should be getting the respect, because we deserve it, we're doing the best job. Getting books to people and talking with them and working with them is the point.

One thing you got to remember is this new technology is scary sometimes, but you folks are going to like it, because this change is going to help you meet the information needs and book needs of your people, whether it be computers in circulation, or telefax or whatever, so you can reach out to those people and grab it, and that's what you're there for, and I know you're

going to do it. And let's remember we are people people, bringing books to people; both of them are our friends, and we should cherish both the books and the people.

Katherine Phenix

I'm going to tell a little story. Welcome to the city of Westminster, Colorado. We're north of Denver and east of Boulder. The city contains a population of 63,000, and we're growing. In fact we're the ninth largest city in Colorado. So much for being rural. The Westminster Public Library serves the city through its main library, its regional branch, and the first fully online bookmobile in the world.

The library operates with a totally in-house, home-grown library automation system, which deploys a Prime 950 minicomputer. Programs are written both for circulation control and for the online catalog. We share the computer with other city departments, notably police and finance. The computer is housed in the municipal court building, and dedicated phone lines run from the court building to the main branch of the library. The library uses about 20% of the computer CPU, 40% of memory space, and we've commandeered almost half the ports or terminals that the Prime can support.

Here's the circulation system menu. It supplies most of the services you would expect in automated circulation. From that one menu the library staff can enter, modify or delete a patron record, check out or return an item, look up items in the

library holding file, perform delinquent fines payments, attach a new bar code to a book or a library card, or one of our most popular services, reserve maintenance.

The check out screen automatically generates information like this. It says Katherine Phenix has come to the library to check out books, and what do we find. She has four overdue items, and she owes the library 30 cents in fines. The circulation staff can ensure Katherine of the veracity of the library's claim to her money, by typing in one, to look in Katherine's file and show her exactly what items are due and when they were checked out and when they should have been brought back. There are other messages that can be manually attached to a patron's file, such as "Unable to forward," "Lost library card in drawer," "Returned damaged materials," and so forth.

Information available on the book return screen includes calculated fines up to the cost of the book, and most importantly the circulation of a return in no uncertain terms by an audible beep and a message on the screen which lets you know if another patron in any of the three library service points has requested this item. There's an example of a reserve message.

The online catalog supplies the patron through CRT's placed throughout both library buildings. Our most recent survey tells us that patrons prefer the online catalog ten to one to the card catalog.

Circulation status is one piece of information that no patron file could ever produce.

None of this, of course, was possible on the bookmobile until last year. Instead, we had hand-held portables. These machines recorded the transactions during the day when they were downloaded into the computer at the end of the day. The problem is not only was the system a poorly designed batch processor, but the machines didn't even work well for us. The batteries would run down halfway through the day; if they got wet, data would be lost, and most irritating of all was the requirement that we had to babysit these machines as they downloaded, and it took a few hours a day. So we junked them.

What we've done is create a data link between the bookmobile and the library computer, so that the bookmobile functions at the same level of efficiency as the main branch library. Both patrons and staff have access to all the library's files.

In 1984 I wrote a successful grant proposal to LSCA for $11,702. The grant process was an educational one. I got a lot of support from the Colorado State Library, and let me remind you all in spite of what Will Manley wrote in the Wilson Library Bulletin, LSCA funds are good money. Here's what I wrote in the grant proposal: "Under the requirements of Title I, LSCA, to encourage development of imaginative solutions to the problem of library service and the improvement of such services in areas where such services are inadequate, the Library staff at Westminster Public Library has developed a method of improving bookmobile service and found a solution to a problem recognized by librarians across the nation."

I also included letters of support from some of the administrators at the seven elementary schools and some nursing homes that the bookmobile serves. From a nursing home: "It will be very beneficial to us to be online to the main library. We get many requests for specific books as well as for books in large print." From an elementary school principal: "As principal of a school that's one of the biggest users of the Westminster bookmobile, I would like to wholeheartedly endorse the Westminster Public Library's online bookmobile project."

"As this is the way libraries will be operated in the future, this will tend to give Westminster Library a head start when we change over. With the database change in computer technology libraries cannot get behind in taking advantage of this kind of management system." Finally I quoted heavily from the public library mission statement, which notes: "Traditional library buildings should be considered as only one wing to the real library service. Innovative systems should be designed to deliver library services through a full range of physical and electronic means to the places where people live and work."

After receiving funding for the grant in September of 1984, phase II of the online bookmobile project was to find a vendor of equipment that would do the job. The RFP I wrote was essentially a plea from a librarian to an engineer asking for a design concept that would provide the bookmobile with online access to the main computer.

The RFP was sent to a number of vendors and to a company

called Dataradio, Incorporated in Montreal. The company advertised a high reliability, and we thought they might be able to help us on our bookmobile system.

Dataradio responded to the RFP just under my alloted budget of $9,900, and contracted with the city to put together all the components that were required, their radio modems, the computer terminal, the bar code reader and wands, and various other parts. The use of radio for telecommunications for that process requires an FCC approved radio frequency.

On July 1 the radio crystals and the antenna that had been ordered arrived; the Dataradio representative came at 10 o'clock in the morning, and the bookmobile was online by noon.

Here's how it works: The Prime computer at the municipal court building talks to the host Dataradio in the basement via RS 233 cable. There's the Dataradio. It's about the size of a bread box, and it has three red lights on it that blink a lot. The Dataradio is in turn connected via a cable to the antenna on the roof of the municipal court's building.

That antenna at Dataradio and the antenna on the bookmobile and that antenna is connected to the Dataradio on the bookmobile, which is connected to the terminal on the bookmobile. And that's it.

We used a small enough terminal to fit in the cupboard, but a Dataradio will work with any kind of computer and any kind of terminal.

Each morning the bookmobile operators drop to their first

stops. They either plug into an outdoor outlet or turn on the generator. They turn on all the computer equipment with one switch on an extension strip, which is plugged into your average 110 volt household type electrical outlet. They log into the computer almost exactly the way the main branch staff do.

No additional software had to be written to accommodate the Dataradio. They have all the library menu functions available to them, and they operate at 9600 baud as opposed to 4800 baud which is the speed at which all our building locations operate at. Between stops they turn off the equipment before they unplug or turn off the generator and then they turn it on again at the next stop. They don't even have to log on again.

During the week they serve patrons for 25 and a half hours at nineteen different stops within a ten mile radius. Our northern most stop is the only one where we have a little trouble with data. You can always tell if your transmission isn't perfect, because each computer function is designed to give you immediate feedback.

If for example you enter a barcode, you should immediately see on the screen what record that barcode represents; if you don't then you know your data did not get through, and I'm hesitant to blame even the Dataradio equipment for this; it's on days when the Prime is working fast, and the bookmobile is parked at the correct orientation; even at this stop the transmission is fast and accurate, and I will note that we've had less trouble with the radio than we've ever had with the telephone line.

One way to improve a somewhat irritating kind of problem might be to acquire a larger antenna; the one we're using now is equivalent to a car antenna; if we want to extend the distance between the computer and the bookmobile, we could do that with a repeater, and if we wanted to add another bookmobile to the system, we could do that too, because a host Dataradio can handle up to 255 different units.

During the last year we've really had problems. The bookmobile got a flat tire, the generator broke down four or five times, the bar code reader cord jiggled loose, and the only Dataradio problem we had was when the antenna at the court building got hit by lightning, and it burned a few chips in the host Dataradio. The chips were replaced by a local electronics store, and they were installed by our data processor staff just with a telephone conversation with our Dataradio people.

When a patron wants to know if we have Danielle Steele's new book, we can tell them how many copies we have, where they are, and whether or not they're checked out. When a library card which has been invalid for years shows up, we can replace it, and when a patron wants a list of what books we have on robots, on cake decorating, on French cookery, we can search for those titles, count them up, and reserve them for that patron for the next time.

What we've done I think is create a truly mobile online public library.

WRAP-UP/EVALUATION

Dr.Bernard Vavrek

In terms of this process of trying to wrap up, it is not an easy one, given the variety of ideas that have been offered. Speaking with Ward Murray last night, I asked what he thought I ought to offer as part of this wrap up. As kind of an overview of what we've been doing, he answered my question: "Haven't we been talking about administration, that is the administration of bookmobiles?" Depending on one's interpretation of this, this is probably correct.

We've talked in terms of needs of planning, assessment, data gathering, human resource management, all of those things that comprise managerial endeavors.

At the same time we are faced with very deep significant circumstances, questions that may seem fairly idle given the energy of this group, philosophical questions that for example begin with "the meaning of the bookmobile." What in fact is the modern bookmobile? Is there a modern bookmobile that differs in circumstances in Kentucky or Indiana or Washington or California or Pennsylvania?

Ward also suggested in his refereeing of the ideas that occurred just a few moments ago that the bookmobile can provide all library services. He suggested it was also a place where the trustees could meet. A particularly vital question should be: Should the bookmobile provide all these services? Is in

fact the bookmobile a library? That is, should it do everything that the library does? Is it an extension of the library? Precisely what are those things that we would identify with the bookmobile?

It's a most difficult time for librarianship, even given the unretractable kind of enthusiasm that is shown in this group, that is to be able to step back a little bit, and to look at the bookmobile, and to look at librarianship, and to look at society and to say "What are these things that the bookmobile is to provide today?"

This is certainly an age of challenges, and I'd like to talk a few moments about the challenges that you know very well. We heard of the difficulties associated with trying to interpret "rural," and the extension of "rural" and what "rural" means in a real sense as well as in a cultural sense.

Certainly one of these challenges for us wherever we live is to continue to monitor rural and the meaning of rural and what it means in our particular locality, and that as populations change, to be able to sense these changes, examining existing sources carefully. We heard very nicely a description of the provision of reference services, the provision of information referral, the possibilities of programming, all of these, of course, by application associated with the bookmobile.

The questions, however, must necessarily be: Are these services which should be provided on the bookmobile? Indeed, the question is difficult to answer because it would always

suggest a referral point locally and what may not be applicable on the east coast may in fact be on the west coast. But in any event, we must step back at least a little and look at the service, and try to look at it as clearly as possible.

We're also in the practical world, and we've heard questions in terms of the costs of automation. What does it cost? In some ways we don't entirely know the cost of bookmobile services, because of not having separate budgets. Can any library feasibly economically provide all services?

One of the temptations of librarians is the desire to do everything. There's a sense of duty, a sense of spirit. Someone comes along and says you should do this, and the librarian will say yes. Then someone else comes along and says you should do this, and the librarian says yes! And we see this resilient spirit, this enthusiasm.

We know at the same time that as one does more and more all the time, isn't there a logical stopping place? Must there not be a stopping place at which someone must reconsider what he or she is doing, realizing that everything can't be done?

We're faced today in librarianship with some libraries that have no lack of funds. Most librarians, however, find themselves on the other end of the spectrum, and we're probably faced with questions we've never heard before, or at least it's been more convenient to shut them aside in terms of what it is possible for the bookmobile to provide. What is it possible for librarianship to provide to society because of the cost?

Perhaps it is really not feasible to provide reference service or information service. Maybe the bookmobile really should be a popular place. There are other ideas, of course, as well. We should reconsider all those things that we consider part of our service.

Librarians have great enthusiasm for technology, and rightly so. At the same time I would point out that we lose a great deal if technology is not controlled. Technology is an application, a tool. Some librarians are so enthusiastic about technology that they have forgotten that we are a people-oriented association, a people-oriented profession, and that technology sometimes interferes, as opposed to making things simpler and more efficient.

And finally, there needs to be a way for us to communicate readily. We have a number of conventional sources, Mobile Ideas, which is produced by the American Library Association/Public Library Association. In terms of using electronic transmission, we might consider in the near future using a source such as that provided by ALA . . . Alanet, or CompuServe to establish a special interest group that uses an electronic bulletin board to exchange ideas. In this way we can harness the available technologies of our time to augment the efficiency of our infrastructural organization as well as our ability to provide effective bookmobile service to rural America.